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HANDBOOK OF LESSONS  
IN  
**Physical Training and Games**

FOR  
THIRD AND FOURTH GRADES

BY  
WM. A. STECHER, B. S. G.  
Director of Physical Education,  
Public Schools, Philadelphia

THIRD REVISED EDITION  
**Book No. Two**

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WILLIAM A. STECHER

# Handbook of Lessons in Physical Training

## FOR THE THIRD AND FOURTH GRADES

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### P R E F A C E

Gymnastics, or physical training, is the regulated and supervised practice of muscular exercise under conditions that tend to promote the health of the pupils, insure normal growth, and develop motor control.

The aims of this training, therefore, are two-fold, namely: hygienic and educational.

*Viewed as to its physical effects*, gymnastics produces health and hardiness. By combating and alleviating unhygienic school conditions, such as improper air conditions, incorrect sitting and standing, long periods of physical inactivity, etc., it increases health. It develops strength, and increases organic vigor. By improving co-ordination it promotes quickness and skill. It develops endurance, and produces beauty of form. By combining strength and co-ordination it produces beauty of motion; *i. e.*, grace.

*On the educational side*, physical training properly given, develops a number of specific habits such as obedience to proper authority, alert and attentive behavior, quick perception and prompt reaction—all of which will prove useful in situations sufficiently resembling those in which the habits were formed. In the hands of a skillful teacher, physical training, especially in its competitive forms, can be used to develop ideals of self-control, loyalty to leaders, “playing the game fairly,” etc., which can be made to function in many extra-school activities.

An adequate system of physical training, therefore, must embrace the following types of exercise

- (a) Exercises that develop prompt response to commands (obedience).
- (b) Exercises that develop initiative and skill (resourcefulness).
- (c) Exercises that develop co-operation (loyalty, unselfishness).
- (d) Exercises that develop determination (leadership).
- (e) Exercises that develop the musculature (improved posture).

### WORK FOR THE THIRD AND FOURTH GRADES.

The gymnastic work of the primary grades will be without hand apparatus. Exercises with hand apparatus like wands, dumbbells, and clubs have purposely been reserved for the grammar grades. While some exercises with hand apparatus might with perfect propriety be given in the lower grades, this hand-book makes use of the educational principle that important facts, in order to be retained, should be presented to pupils often. Gymnastically this means that effective exercises and valuable co-ordinations should be presented to pupils repeatedly. This is done by using wands, dumbbells, and clubs in the upper grades, so that valuable and effective movements may be used again, but in different forms.

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### THIRD GRADE—LESSON 1.

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Carefully read the remarks relative to lesson scheme, commands, methods, etc., page 55 and following.

The arrangement of typical yard lessons is shown in lessons 15 and 16 of each grade.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.  
 (b) *Hands on hips—place.* Bend the trunk fore-downward and then backward—1, 2.
2. (a) *Hands on hips—place.* Raise the chest upward—1; lower—2.  
 (b) *Hands on hips—place.* Straighten the arms forward—1; return—2; lower the trunk forward—3 (Fig. 21); return—4.
3. *Hands on hips—place.* Raise the left leg forward—1; return—2; raise the right leg forward—3; return—4.
4. STEPS—(a) *Hands on hips—place.* One step left, then raise and lower heels (in four counts)—march; repeat right—march.  
 (b) *Knuckles on hips—place.* Eight gallops, four left and four right, forward, and eight steps forward—begin (16 counts).

Repeat.

5. TACTICS—Eight steps forward (eight steps forward and a closing step)—march. Eight steps backward—march.



Figure 21



### THIRD GRADE—LESSON 2.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.



Figure 22

(b) *Hands on hips—place.* Bend the trunk forward and then backward—1, 2.

2. (a) *Hands on shoulder—place.* Straighten the arms sideward—1; return—2; bend the trunk left—3 (Fig. 22); return—4.

The same exercise right.

(b) *Bend the trunk left and hands on shoulders—place.* Straighten the left arm sideward—1 (Fig. 23); return—2; straighten the right arm sideward—3; return—4.

The same exercise opposite.



Figure 23

3. (a) *Hands behind neck—place.* Raise the left leg sideward—1 (Fig. 24); return—2; raise the right leg sideward—3; return—4.

(b) *Hands on hips—place.* Bend the trunk left—1; return—2; raise the left leg sideward—3; return—4.

The same exercise right.



Figure 24

4. STEPS—(a) *Hands on hips—place.* One step left, then slightly bend and straighten the knees (in four counts)—march; repeat right—march.

(b) *Knuckles on hips—place.* Eight gallops, four left and four right, forward, and eight steps forward—begin. The pupils may clap hands on the first hop and the first step.

Repeat.

5. TACTICS—Mark time—march. Practice this also with hand clapping on *the first of every four counts.*

## THIRD GRADE—LESSON 3.

1. (a) *Place the hands on desk and left knee forward—raise.* Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands—clinch.* Swing the arms fore-upward and raise the heels—1; return—2.

2. (a) *Hands on hips—place.* Raise the chest upward—1; lower—2.

- (b) *Hands on hips—place.* Straighten the arms backward (palms out)—1 (Fig. 26); return—2; bend the trunk backward—3 (Fig. 27); return—4.

Note: Be careful that the hips are not pushed forward. Keep the knees straight and closed.

Do not allow the head to be tilted backward.

- (c) *Raise the chest and hands on hips—place.* Straighten the left arm upward—1; return—2; straighten the right arm upward—3; return—4.



Figure 26

3. (a) *Hands behind neck—place.* Raise the left leg backward—1; return—2; raise the right leg backward—3; return—4.

- (b) *Hands on hips—place.* Bend the trunk backward—1; return—2; raise the left leg backward—3; return—4.

The same exercise right.



Figure 27

4. STEPS—(a) One step left, then raise and lower the arms sideward (in four counts)—march; repeat right—march.

- (b) *Knuckles on hips—place.* Eight gallops, four left and four right forward, and eight steps forward—begin. At times practice with clapping hands on the first and fifth hop and step.

Repeat.

5. TACTICS—Eight steps forward—march. Face about and repeat.



## THIRD GRADE—LESSON 4.

1. (a) *Place the hands on desk and left knee forward—raise.* Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands—clinch.* Swing the hands fore-upward and raise the heels—1; return—2.



Figure 29

2. (a) *Stride left sideward and hands on hips—place.* Straighten the arms sideward—1 (Fig. 29 shows one arm straightened sideward); return—2; turn the trunk left—3; return—4.

The same exercise right.

- (b) *Hands on shoulders—place.* Turn the trunk left and straighten the right arm sideward—1; return—2.

The same exercise opposite.

- (c) *Stride left sideward, turn trunk left and hands on hips—place.* Straighten the left arm sideward—1; return—2; straighten the right arm sideward—3; return—4.

The same exercise opposite.

3. (a) *Hands on hips—place.* Place the left foot sideward (on the toes)—1; return—2; place the right foot sideward—3; return—4.

- (b) *Hands on shoulders—place.* Straighten the right arm sideward and raise the left leg sideward—1; return—2.

The same exercise opposite.

4. STEPS—(a) One step left, then raise and lower both arms left (Fig. 30) (in four counts)—march; repeat right—march.

- (b) *Knuckles on hips—place.* Eight gallops, four left and four right, sideward toward the leader (this necessitates a half turn after every four hops), then eight steps forward—begin (16 counts). Repeat.



Figure 30

5. TACTICS—(a) Four steps forward and four steps backward—march.  
(b) *Left half—face.* Right half—face.

## THIRD GRADE—LESSON 5.

1. (a) *Hands on desks—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.

2. (a) *Hands on hips—place.* Bend the trunk fore-downward and straighten the arms downward—1; return—2.

- (b) *Stride left sideward and hands on shoulders—place.* Bend the trunk left and straighten the arms sideward—1 (Fig. 32); return—2.

The same exercise right.

- (c) *Stride left sideward, bend the trunk left and hands on shoulders—place.* Straighten the left arm sideward—1; return—2; straighten the right arm sideward—3; return—4.

The same exercise opposite.



Figure 32

3. (a) *Hands on hips—place.* Lower the trunk forward and raise the left leg backward—1 (Fig. 33); return—2.

The same exercise right.

- (b) *Hands on shoulders—place.* Bend the trunk left and raise the right leg sideward—1; return—2.

The same exercise opposite.



Figure 33

4. STEPS—(a) *Hands on hips—place.* One step left, then bend and straighten the trunk right (in four counts)—march; repeat opposite—march.

- (b) *Knuckles on hips—place.* Eight skips and eight steps forward—begin. Repeat.

5. TACTICS—(a) Four steps forward and four steps backward, clapping hands on the first and fifth counts—march.

- (b) Left—face; left half—face. Right—face; right half—face.



## THIRD GRADE—LESSON 6.

1. (a) *Hands on desks—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.



Figure 34

2. (a) *Stride left forward and hands behind neck—place.* Bend the trunk backward—1 (Fig. 34); return—2; bend the left knee—3; return—4. The same exercise right.

- (b) *Stride left forward and hands on shoulders—place.* Turn the trunk left—1; return—2; straighten the arms sideward—3; return—4. The same exercise right.

- (c) *Stride left forward, turn trunk left and hands on shoulders—place.* Straighten the arms sideward—1; return—2. The same exercise right.

3. *Stride left sideward and hands on hips—place.* Bend the left knee—1 (Fig. 35); return—2; bend the right knee—3; return—4.

4. STEPS—(a) One step left, then raise and lower both arms left (in four counts)—march; repeat right—march.

- (b) *Knuckles on hips—place.* Eight gallops, four left and four right sideward (toward the leader), then eight skips forward—begin.

Repeat.



Figure 35

5. TACTICS—(a) In four steps, left—face. In four steps right—face.  
 (b) Practice facing with raising the arms to a given position—e. g., with raising the arms forward, left—face, etc.

## THIRD GRADE—LESSON 7.

- 
1. (a) *Hands on hips—place.* Quickly raise the left and right knees forward—1, 2.  
 (b) *Hands—clinch.* Swing the arms fore-upward and bend the trunk backward—1; return—2.
  2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.  
 (b) *Stride left backward and arms fore-upward—raise.* Bend the trunk backward—1; return—2; place hands behind the neck—3; return—4.  
 (c) *Stride right backward and arms fore-upward—raise.* Combine both exercises under (a). Bend the trunk backward and place the hands behind neck—1; return—2.  
 (d) *Lower trunk forward and arms to thrust—bend.* Thrust downward—1; return—2.
  3. *Stride left forward and hands on shoulders—place.* Bend the left knee—1; return—2; straighten the arms sideward, (palms up)—3; return—4.

The same exercise right.

4. STEPS—(a) *Hands on hips—place.* One step left, then straighten the left arm upward and replace the hands (in four counts)—march; repeat right—march.  
 (b) *Knuckles on hips—place.* Eight skips, eight gallops (four left and four right) and eight steps, forward—begin (24 counts).

Repeat.

5. TACTICS—In eight steps left about—face. In eight steps right about—face.

## SECOND HALF YEAR

## THIRD GRADE—LESSON 8.

Carefully read the remarks in the preface, especially those relating to method. Lessons 15 and 16 show the arrangement of typical yard lessons.

1. (a) *Hands on hips—place.* Quickly raise the left and right knees forward—1, 2.

(b) *Hands on hips—place.* Bend the trunk forward and then backward—1, 2.



Figure 36

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.

(b) *Arms to thrust—bend.* Thrust forward—1; return—2; lower the trunk forward—3; return—4.

(c) *Arms to thrust—bend.* Bend the trunk forward and thrust downward—1; return—2.

3. (a) *Raise the right leg forward and hands on hips—place.* Bend the left knee—1 (Fig. 36); return—2.

The same exercise opposite.

(b) *Hands on hips—place.* Lunge left forward—1 (Take a large step; do not lean forward, head and trunk erect, right knee straight, right heel on the floor) (Fig. 37); return—2.

The same exercise right.

4. STEPS—(a) *Hands on hips—place.* Balance-step, left and right sideward (in six counts)—begin.

Execution.—Step left sideward—1; place the right foot to the left, at the same time raising the heels—2; lower the heels—3; step right sideward—4; place the left foot to the right, at the same time raising the heels—5; lower the heels—6. This must be a light, elastic exercise. Do not take the side steps too long.



Figure 37

(b) *Knuckles on hips—place.* Change-step forward—begin. Winding up and down.

5. TACTICS—(a) Left about—face. Right about—face.

(b) In four steps, left about—face.

In four steps, right about—face.



## THIRD GRADE—LESSON 9.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.
- (b) *Hands on hips—place.* Bend the trunk fore-downward and then backward—1, 2.

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.
- (b) *Stride left sideward and hands on shoulders—place.* Straighten the arms sideward—1; return—2; bend the trunk left—3; return—4.

The same exercise right.

- (c) Combine both exercises in two counts (Fig. 39).

- (d) *Stride left sideward, bend trunk left, and hands on shoulders—place.* Straighten the arms sideward—1; return—2.

The same exercise right.



Figure 39

3. (a) *Hands on hips—place.* Bend the trunk left—1; return—2; raise the left leg sideward—3; return—4.

The same exercise right.

- (b) *Arms in rear—fold.* Lunge left sideward—1 (Fig. 35, lesson 6, third grade); return—2; lunge right sideward—3; return—4.

4. STEPS—(a) Balance-step sideward, swinging both arms left and right—begin, (1-3, 5-6).

Note: The arm-swinging takes place when raising the heels, i. e., on counts two and five. Later shorten the command to "Balance-step sideward with arm-swings—begin."

- (b) *Knuckles on hips—place.* Foot-placing forward, backward and change-step forward (in four counts)—begin. Winding up and down.

5. TACTICS—Four steps forward, then left about in four steps—march. The same exercise with right about.



## THIRD GRADE—LESSON 10.

1. (a) *Place the hands on desk and left knee forward—raise.* Straighten the left leg backward—1; return—2.

The same exercise right.

- (b) *Hands—clinch.* Swing the arms fore-upward and raise the heels—1; return—2.



Figure 40

2. (a) *Clinch hands and arms fore-upward—raise.* Bend the arms upward (elbows down and backward)—1 (Fig. 40); return—2; lower head backward—3; return—4.

- (b) Combine both exercises and bend trunk backward, in two counts (Fig. 41).

- (c) *Bend trunk backward, clinch hands, and arms fore-upward—raise.* Bend the arms to an angle upward—1; return—2.

3. (a) *Stride left backward, and arms forward—raise.* Swing the arms down and backward—1; return—2.

The same exercise right.

- (b) *Hands on hips—place.* Lunge left forward—1; return—2.

The same exercise right.

4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, placing the opposite foot crossed in front—begin (Fig. 42).



Figure 41



Figure 42

Note: When stepping left sideward the right foot is placed crossed in front of the left as the heels are raised and vice versa. Later abbreviate the command to "Balance-step sideward with foot-placing—begin."

- (b) *Knuckles on hips—place.* Foot-placing forward and backward with knee-bending and change-step—begin.

When the left foot is placed, the right knee is bent, and vice versa.

5. TACTICS—Left about in four steps, then four steps forward—march.

The same exercise with right about.

## THIRD GRADE—LESSON 11.

1. (a) *Place the hands on desk and left knee forward—raise. Straighten the left leg backward—1; return—2.*

The same exercise right.

- (b) *Hands—clinch. Swing the arms fore-upward and raise the heels—1; return—2.*



Figure 43

2. (a) *Clinch hands and arms sideward—raise. Bend the arms, the fists over the shoulders—1; return—2; turn the trunk left—3; return—4.*

The same exercise right.

- (b) *Hands—clinch. Bend the arms, the fists over the shoulders and turn the trunk left—1 (Fig. 43); return—2.*

The same exercise right.

- (c) *Clinch hands, turn the trunk left and arms sideward—raise. Bend the arms, the fists over the shoulders—1; return—2.*

The same exercise right



Figure 44

3. *Hands on hips—place. Lunge left sideward and bend the trunk right—1 (Fig. 44); return—2.*

The same exercise opposite.

4. STEPS—(a) *Balance-step sideward, swinging both arms left and right, placing the opposite foot crossed in front—begin. Abbreviated command: "Balance-step with arm-swings and foot-placing—begin."*

- (b) *Knuckles on hips—place. Polka forward—begin. Work for a light, elastic movement.*

5. TACTICS—Four steps backward, then left about in four steps—march. The same exercise with right about.

## THIRD GRADE—LESSON 12.

1. (a) *Hands on desk—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.



Figure 45

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.  
 (b) *Arms to thrust—bend.* Bend the trunk fore-downward and thrust downward—1 (Fig. 45); return—2.  
 (c) *Arms to thrust—bend.* Bend the trunk left and thrust sideward—1; return—2.  
 The same exercise right.  
 (d) *Bend the trunk left and arms to thrust—bend.*  
 Thrust sideward—1; return—2.  
 The same exercise right.

3. (a) *Hands on shoulders—place.* Straighten the arms downward and raise the heels—1; return—2.  
 (b) *Hands on hips—place.* Straighten the arms upward and raise the left leg backward—1; return—2.  
 The same exercise right.
4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, bending the trunk to the opposite side—begin.  
 Note: The trunk-bending takes place when the heels are raised, i. e., on counts 2 and 5.  
 (b) *Knuckles on hips—place.* Double polka forward—begin. This movement consists of a foot-placing forward and backward, accompanied by a slight hop on place, followed by a polka hop.
5. TACTICS—(a) Four steps forward and four steps backward—march.  
 (b) Left half—face.  
 Right half—face.



## THIRD GRADE—LESSON 13.

1. (a) *Hands on desk—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.

2. (a) *Clinch hands and arms fore-upward—raise.*  
 Bend the trunk backward and bend the arms to an angle upward—1; return—2.

- (b) *Stride left sideward, and hands on shoulders—place.* Turn the trunk left and straighten the arms sideward—1; return—2.

The same exercise right.

- (c) *Stride left sideward, turn the trunk left and hands on hips—place.* Straighten the arms sideward—1; return—2.

The same exercise right.



Figure 46

3. *Hands on hips—place.* Lunge left sideward—1; return—2; bend the trunk right—3; return—4.  
 The same exercise opposite.

4. STEPS—(a) *Hands on hips—place.* Balance step sideward, bending the trunk to the opposite side and placing the opposite foot crossed in front—begin (Fig. 46).

Note: When stepping left, the trunk is bent right and the right foot is crossed in front of the left foot.

Abbreviated command: "Balance-step with trunk-bending and foot-placing—begin."

- (b) *Knuckles on hips—place.* *Glide polka forward—begin.* This movement consists of two glides and a polka.

5. TACTICS—(a) Two steps left sideward and return (eight counts)—march.  
 (b) Two steps left sideward and left about in four steps (eight counts)—march.

### THIRD GRADE—LESSON 14.

---

1. (a) *Hands on hips—place.* Quickly raise the left and right knee forward—1, 2.  
(b) *Hands—clinch.* Swing the hands fore-upward and bend the trunk backward—1; return—2.
2. (a) *Arms to thrust—bend.* Bend the trunk backward and thrust upward—1; return—2.  
(b) *Arms to thrust—bend.* Bend the trunk left and thrust right upward—1; return—2.  
The same exercise opposite.  
(c) *Lower the trunk forward and arms to thrust—bend.* Thrust left downward—1; bend the left arm and thrust right downward—2; continue twelve to sixteen counts.
3. (a) *Hands on hips—place.* Raise the left leg sideward—1; return—2; lunge left sideward—3; return—4.  
The same exercise right.  
(b) *Arms fore-upward—raise.* Bend the knees and lower the arms forward—1; return—2.
4. STEPS—(a) *Hands on hips—place.* Balance step sideward, bending the trunk to the opposite side and placing the opposite foot crossed in front—begin.  
(b) *Knuckles on hips—place.* Glide polka forward—begin. This movement consists of two glides and a polka.
5. TACTICS—(a) Two steps right sideward and return (eight counts)—march.  
(b) Two steps right sideward and right about in four steps (eight counts)—march.

## THIRD GRADE—LESSON 15.

(A typical yard lesson, using part of the regular work).

1. *Hands on hips—place.* In place—run.
2. (a) *Hands—clinch.* Swing the arms fore-upward—1; return—2; swing the arms side-upward—3; return—4.  
 (b) Eight steps forward—march.  
 Eight steps backward—march.  
 or (b) *Hands on hips—place.* Straighten the arms forward—1; return—2; straighten the arms sideward—3; return—4.
3. (a) *Hands on hips—place.* Bend the trunk fore-downward—1; return—2.  
 (b) *Hands on shoulders—place.* Bend the trunk left—1; return—2; bend the trunk right—3; return—4.
4. (a) *Knuckles on hips—place.* Hop twice on the left foot—1—2; then twice on the right foot—3—4. When hopping place the sole of one foot against the ankle of the other leg.  
 (b) as (a) but slightly raising the other leg sideward—1—4.  
 or (b) *STEPS—Knuckles on hips—place.* Eight gallops, four left and four right forward, and eight steps forward—begin (16 counts).
5. *GAME—"Fox and Chickens."* Divide the class into ranks of sevens. Six, representing the chickens, stand behind one another, catching around each other's waists; the one in front with outspread arms (wings) shoos off the fox (the seventh pupil), who tries to tag the last one in the rank. When the last one in the rank is tagged the one in front becomes fox. The former fox takes his place at the end of the rank.



## THIRD GRADE—LESSON 16.

(A typical yard lesson, using parts of the regular work).

1. Arrange the class in a column composed of ranks of twos, girls at the head of the class.

*Hands on hips—place.* Forward—run. The leaders run up and down the yard at a quiet pace. Mouths must be closed. All are to keep step. After running a minute or two change to a march.

Command: *Common step—march.* While marching arrange the class into a column of fours for calisthenics.

2. (a) *Hands on shoulders—place.* Straighten the arms upward—1; return—2; straighten the arms downward—3; return—4.

(b) Four steps forward and four steps backward—march.

or (b) *Hands on hips—place.* Straighten the arms sideward (palms up)—1; return—2.

3. (a) *Hands on hips—place.* Bend the trunk backward—1; return—2; straighten the arms upward—3; return—4.

(b) *Bend the trunk backward, and hands on hips—place.* Straighten the arms sideward (palms up)—1; return—2.

4. (a) *Knuckles on hips—place.* Jump in place (on both feet); on every fourth jump execute a quarter turn left.

(b) Jump in place; on every fourth jump execute a half turn right.

or (b) *STEPS—Knuckles on hips—place.* Eight skips and eight steps forward—begin.

5. GAME—"Potato Race." Divide your class into six ranks of equal numbers. Have 24 potatoes (erasers, stones, handkerchiefs, etc.). The members of each rank stand behind one another. With chalk draw a small circle in front of the first one of each rank. Into each of these six circles put four potatoes. About ten feet ahead of these circles draw six more, repeating this three times (so as to have five circles for each rank). See diagram, Fig. 47. Upon command the first pupil of each rank grasps one potato, runs and places it into a circle. This is repeated quickly until all are placed. The next six gather the potatoes, by reversing the above procedure,

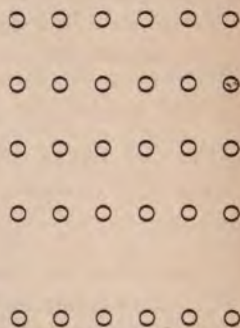


Figure 47

*i. e.*, by running for the first potato and placing this into the circle in front of each rank, then running for the second, then for the third, etc., until all potatoes have been gathered and are in the first circle. The rank winning in each race gets one credit. A variation of this race is to let the pupils hop (on one foot) instead of running.

## THIRD GRADE GAMES.

All the games of Grades I and II may be played. See Handbook No. 1.

### RUNNING AND HOPPING RACES.

Always have the class arranged so that from four to eight can run or hop at the same time. Increase the difficulty of the races, (a) by running greater distances; (b) by having two pupils cross arms and run without releasing their hold; (c) by running around or over obstacles; (d) by hopping on one foot; (e) by hopping on one foot holding the ankle of the other.

### THIRD TAG AND RUN.

(Third Slap).

The class is divided into two divisions, standing ten to twenty steps apart. One player from one side crosses over to his opponents to give the three tags. Their hands must be held forward to receive his tags, of which three are given to the same or different persons. As soon as the third tag is given the one giving it turns and runs to a goal behind him (previously decided upon—usually his own line) while the one receiving the third tag pursues him. If caught before reaching the goal, the runner is out of the game. The teacher then chooses the next tagger.

This game may also be played with sides, as follows: Two divisions line up, the hands being held as before. The leader of one side advances to the other and gives three tags, then turns and runs back to his side, pursued by the one receiving the third tag. If caught before reaching his own side he is a prisoner of the side that tagged him.

The other side then sends out a tagger, the two sides continually alternating in sending out a tagger. The side having the largest number of prisoners at the close, wins the game.

### PUSSY WANTS A CORNER.

Each player chooses a place, a corner of a house, an apparatus, a mark on the ground, etc. All, with the exception of one, have places. The places being decided on, all go to the middle of a circle and at a signal run for these places. The one who fails to get a place begins the play. He goes from place to place and says, "Pussy wants a corner." Meanwhile the players exchange places at will. The seeker for a place endeavors to secure one by outwitting some one who is exchanging places with another and by getting into the place first. The one thus deprived of a place becomes the next seeker. If a seeker, after repeated efforts, fails to secure a place, he may call, "All change places," and all must exchange. In the confusion of this general exchange he tries to get a place.

### THE BEETLE IS OUT.

(The Twisted Kerchief, Plump Sack, Drop the Handkerchief).

The players form a closed circle, shoulder to shoulder, facing inward and having their hands, with palms open, behind their backs. One of the pupils is outside the circle. He carries a handkerchief with a knot tied in one end of it (or a stuffed bag). Running around the outside of the circle he puts the handkerchief into the hand of one of the players (if possible, without being noticed by the others). When the leader calls, "The beetle is out," the one having the handkerchief turns and strikes his right-hand neighbor on the back with the knot, the neighbor seeking to avoid the blows by running around the circle until he regains his former place. The pursuer now starts around the circle placing the handkerchief (the beetle) into someone else's hand, and the game continues as before.

### BAG RELAY. (R.)

(a) Place one bag (eraser, handkerchief) on each front desk. At a given signal the occupant of the front seat passes the bag to the pupil behind him, who passes it on to the next, and so on till it reaches the end of the row, when it is returned in the same way. The row which returns the bag to the front desk soonest, wins.



(b) Same as above, but bags are supplied to all members of one end row, and passed side-ward and back again.

(c) Instead of passing one bag, pass several in immediate succession. Bags should be passed from hand to hand and not thrown.

(d) Place on the front desk of each row as many beanbags as there are seats in that row. At a given signal the pupil in the front row rises, places one of the bags on the desk behind him, gets another, places it on the next desk, and so on, carrying one bag at a time till all are distributed. The pupils occupying the second seats in the different rows return the bags, one at a time, to the front desks. This is continued till each pupil in the row has had a chance. The row to finish first is the winner.

### BALL GAMES.

The ball games of the preceding grades should now be made more difficult by using large gas-balls, indoor baseballs, or basket balls (instead of beanbags). With increased accuracy the desire arises to test this. Throwing into a suspended basket, or through a suspended hoop offers this chance. A pleasing variation is to allow the children to throw at a bell which hangs in the center of a suspended hoop.

### DUCKSTONE. (R.)

Apparatus: An eraser and a bean bag (if possible, a set for each row). With chalk, mark off a circle one foot in diameter on the floor, about one foot from the front wall. Put an eraser in this. The first pupil in row rises, takes the bean bag, steps back a few steps and throws at the eraser. If he knocks it out his row counts one. Every one in the row throws from the same mark. In order to save time the next thrower takes his place near the circle to get the bean bag and, if necessary, to replace the eraser.

### GUESS WHO? (R.)

Apparatus: An inflated seven-inch rubber ball (gas ball). A boy hides his head against the front wall. The teacher tosses the ball to some pupil, who throws at the hider. The hider then guesses who threw the ball. If he guesses correctly, the thrower takes his place. Several sections may play at the same time.

## QUIET GAMES FOR WARM DAYS

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### SIMON SAYS, "THUMBS UP."

The players are seated or stand in a circle. The leader says, "Simon says, 'Thumbs up,'" (down, wiggle-waggle, or any movement), at the same time turning his thumbs as he says, and is followed by all players. If, however, he omits to say, "Simon says," he may do the movement, but no one else may, only those movements preceded by the words, "Simon says," being imitated,

### ARMS, LEGS AND TRUNK.

A circle is formed, the place of each player being marked with chalk, or in any other way. One of the players, standing in the center, points to anyone in the circle saying, "Arm," (or leg, or trunk), and then counts rapidly to ten. If the player to whom he points does a movement with the part mentioned before the leader finishes counting, the leader goes on and points elsewhere, until someone fails to do a movement with the part called for. This player then steps out of the circle. The leader may at any time call out "Change," when all must change places, whoever fails to secure a place becomes the next leader.

### BUZZ.

The participants are seated in a circle, or round the room. One person begins by saying, "One," the next "Two," the counting continuing around the circle; but, whenever the number "seven" is reached, or any multiple of seven, as 14, 21, etc., or any number having the word seven in it, as 17 or 27, it must not be given, but in its place the person says "Buzz," and the following number is counted by the next player. On the failure of any one to say "Buzz" at the proper time, he is dropped from the circle. Thus the game proceeds, usually commencing with "one" again each time a person misses, until but one player is left to score the victory. Some action or movement, as clapping of hands, etc., can be substituted for the speaking of the word "Buzz."

### SAVE YOURSELF IF YOU CAN.

The group of players form in a semi-circle or in a straight line, and before them stands a "story-teller." The story-teller tells a story in which occur the words, "Save yourself if you can." As soon as these words are pronounced all the players repeat them, then, rush to a distant goal, stamp the ground three times (knock three times, clap hands three times, or, do something else mutually agreed on, three times), then return to starting point. The first one to arrive becomes the next story-teller. Any player who does not perform the required act three times, is shut out from the game.

### TOSSING THE CAP.

The players are seated or stand in two lines facing each other, while the leader tosses up a cap so that it will alight between the lines and in sight of everyone. If it alights top up, one side (as agreed upon before) laughs; if bottom up, the other side laughs. If anyone laughs when he should not, he steps out of the game. Those made to step out may, later, be made to run the gauntlet, or receive some other kind of punishment.

FOX AND CHICKENS.

This game is described in lesson 15, page 19.

POTATO RACE (Potato Planting and Picking).

This game is described in lesson 16, page 20.

## FOURTH GRADE—LESSON 1.

Carefully read the remarks in the preface, especially those relating to method.  
Lessons 15 and 16 show the arrangement of typical yard lessons.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.

(b) *Hands on hips—place.* Bend the trunk forward and then backward—1, 2; 1, 2.

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.

(b) *Hands on hips—place.* Stride left forward—1; lower the trunk forward—2 (Fig. 49); reverse—3; return—4.

The same exercise right.

(c) *Hands on shoulders—place.* Lower the trunk forward and straighten the arms sideward—1; return—2.



Figure 49

3. *Stride left forward and hands on hips—place.* Bend the left knee—1; lower the trunk forward—2 (Fig. 50); reverse—3; return—4.

The same exercise right.



Figure 50

4. STEPS—(a) *Hands on hips—place.* Balance-step left and right sideward (in 6 counts)—begin.

Execution.—Step left sideward—1; place the right foot to the left, at the same time raising the heels—2; lower the heels—3; step right sideward—4; place the left foot to the right, at the same time raising the heels—5; lower the heels—6. This must be a light, elastic exercise. Do not take the side steps too long.

(b) *Knuckles on hips—place.* Change-step forward—begin.

Winding up and down.

5. TACTICS—(a) Left about—face. Right about—face.

(b) In four steps, left about—face.

In four steps, right about—face.

## THIRD GRADE—LESSON 12.

1. (a) *Hands on desk—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.



Figure 45

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.  
 (b) *Arms to thrust—bend.* Bend the trunk fore-downward and thrust downward—1 (Fig. 45); return—2.  
 (c) *Arms to thrust—bend.* Bend the trunk left and thrust sideward—1; return—2.  
 The same exercise right.  
 (d) *Bend the trunk left and arms to thrust—bend.*  
 Thrust sideward—1; return—2.  
 The same exercise right.

3. (a) *Hands on shoulders—place.* Straighten the arms downward and raise the heels—1; return—2.  
 (b) *Hands on hips—place.* Straighten the arms upward and raise the left leg backward—1; return—2.  
 The same exercise right.

4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, bending the trunk to the opposite side—begin.

Note: The trunk-bending takes place when the heels are raised, i. e., on counts 2 and 5.

- (b) *Knuckles on hips—place.* Double polka forward—begin. This movement consists of a foot-placing forward and backward, accompanied by a slight hop on place, followed by a polka hop.

5. TACTICS—(a) Four steps forward and four steps backward—march.  
 (b) Left half—face.  
 Right half—face.



## THIRD GRADE—LESSON 13.

1. (a) *Hands on desk—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms downward—1; return—2.
  
2. (a) *Clinch hands and arms fore-upward—raise.*  
 Bend the trunk backward and bend the arms to an angle upward—1; return—2.  
 (b) *Stride left sideward, and hands on shoulders—place.* Turn the trunk left and straighten the arms sideward—1; return—2.  
 The same exercise right.  
 (c) *Stride left sideward, turn the trunk left and hands on hips—place.* Straighten the arms sideward—1; return—2.  
 The same exercise right.
  
3. *Hands on hips—place.* Lunge left sideward—1; return—2; bend the trunk right—3; return—4.  
 The same exercise opposite.
  
4. STEPS—(a) *Hands on hips—place.* Balance step sideward, bending the trunk to the opposite side and placing the opposite foot crossed in front—begin (Fig. 46).  
 Note: When stepping left, the trunk is bent right and the right foot is crossed in front of the left foot.  
 Abbreviated command: "Balance-step with trunk-bending and foot-placing—begin."  
 (b) *Knuckles on hips—place.* *Glide polka forward—begin.* This movement consists of two glides and a polka.
  
5. TACTICS—(a) Two steps left sideward and return (eight counts)—march.  
 (b) Two steps left sideward and left about in four steps (eight counts)—march.



Figure 46

# FOURTH GRADE—LESSON 4.

1. (a) *Place hands on desk and left knee forward—raise.* Straighten left leg backward—1; return—2.

The same exercise right.

- (b) *Hands—clinch.* Swing the arms fore-upward and raise the heels—1; return—2.



Figure 55

2. (a) *Arms to thrust—bend.* Thrust sideward—1; turn the trunk left—2; reverse—3; return—4.

The same exercise right.

- (b) *Stride left forward and hands on hips—place.*

Turn the trunk left—1; straighten the arms sideward (palms up)—2; reverse—3; return—4.

The same exercise right.

- (c) *Clinch hands and arms sideward—raise.* Turn the trunk left—1; bend the arms, fists over shoulders—2; reverse—3; return—4.

The same exercise right.

- (d) *Stride left forward, turn trunk left, and hands on hips—place.* Straighten the arms sideward—1; return—2.

The same exercise right.

3. (a) *Stride left sideward, and hands on hips—place.* Bend the left knee and lower the trunk forward—1 (Fig. 55); return—2.

The same exercise right.

- (b) *Hands on hips—place.* Place the left foot sideward and bend the right knee (layout left sideward)—1; return—2.

The same exercise opposite.

4. STEPS—(a) Balance-step sideward, swinging both arms left and right and placing the opposite foot crossed in front—begin.

Abbreviated command: "Balance-step with arm-swinging and foot-placing—begin."

- (b) *Knuckles on hips—place.* Polka forward—begin.

Work for a light, elastic movement.

5. TACTICS—Four steps backward, then left about in four steps—march.

The same exercise with right about.



## FOURTH GRADE—LESSON 5.

1. (a) *Hands on desks—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms down—1; return—2.

2. (a) Raise both arms obliquely left forward and stride obliquely left forward—1; lower the arms and the trunk obliquely left forward—2 (Fig. 56); reverse—3; return—4.

The same exercise right.

- (b) *Hands on hips—place.* Bend the trunk backward—1; return—2.

- (c) *Hands on hips—place.* Raise the chest, lower the head backward and straighten the arms upward—1 (Fig. 57); return—2.



Figure 57

- (d) *Bend the trunk backward, and hands on hips—place.* Straighten the arms upward—1; return—2.

3. *Clinch hands and obliquely left forward—stride.* Bend the left knee—1; raise the arms diagonally, the left arm obliquely fore-side-upward—2 (Fig. 58); reverse—3; return—4.

The same exercise right.

4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, bending the trunk to the opposite side—begin.

The trunk-bend takes place when the heels are raised.

- (b) *Knuckles on hips—place.* Double polka forward—begin.

This movement consists of foot-placing forward and backward accompanied by a slight hop on place followed by a polka hop.

5. TACTICS—(a) Four steps forward and four steps backward—march.

- (b) Left half—face. Right half—face.



Figure 56



Figure 58



## FOURTH GRADE—LESSON 6.

1. (a) *Hands on desks—Place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms down—1; return—2.



Figure 59

2. (a) *Arms to thrust—bend.* Stride left forward—1; turn trunk left—2; reverse—3; return—4.  
 The same exercise right.  
 (b) *Hands on hips—place.* Stride left backward—1; bend the trunk backward—2; reverse—3; return—4.  
 The same exercise right.  
 (c) *Bend the trunk backward and arms to thrust—bend.* Thrust upward—1; return—2.

3. (a) *Hands on shoulders—place.* Lunge left sideward—1; bend the trunk left—2 (Fig. 59); reverse—3; return—4.

The same exercise right.

- (b) *Hands on hips—place.* Place the left foot backward and bend the right knee (layout left backward)—1; return—2.

The same exercise opposite.

4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, bending the trunk to the opposite side and placing the opposite foot crossed in front—begin.

Note: When stepping left, the trunk is bent right and the right leg is crossed in front of the left leg.

- (b) *Knuckles on hips—place.* Glide polka forward—begin. This movement consists of two glides and a polka.

5. TACTICS—(a) Two steps left sideward and return (in eight counts)—march.  
 (b) Two steps left sideward and left about in four steps (eight counts)—march.

## FOURTH GRADE—LESSON 7.

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1. (a) *Hands on hips—place.* Quickly raise the left and right knees forward—1, 2; 1, 2; etc.  
(b) *Hands—clinch.* Swing the arms fore-upward and bend the trunk backward—1; return—2.
2. (a) *Arms to thrust—bend.* Turn the trunk left—1; thrust upward—2; reverse—3; return—4.  
The same exercise right.  
(b) *Hands on hips—place.* Turn the trunk left and straighten the arms upward—1; bend the trunk fore-downward and swing the arms fore-downward—2; reverse—3; return—4.  
The same exercise right.  
(c) *Stride left forward, turn trunk left and hands on hips—place.* Straighten the arms upward—1; return—2.  
The same exercise right.
3. (a) *Hands on hips—place.* Lunge obliquely left forward—1; bend the trunk obliquely left forward and straighten the arms downward—2; reverse—3; return—4.  
The same exercise right.  
(b) *Hands on hips—place.* Place the left foot forward and bend the right knee (layout left forward)—1; return—2.  
The same exercise right.
4. STEPS—(a) *Hands on hips—place.* Balance-step sideward, bending the trunk to the opposite side and placing the opposite foot crossed in front—begin.  
(b) *Knuckles on hips—place.* Glide polka forward—begin.
5. TACTICS—(a) Two steps right sideward and return (in eight counts)—march.  
(b) Two steps right sideward and right about in four steps (eight counts)—march.

## SECOND HALF YEAR.

## FOURTH GRADE—LESSON 8.

Carefully read the remarks in the preface, especially those relating to method. Lessons 15 and 16 show the arrangement of typical yard lessons.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.  
 (b) *Hands on hips—place.* Bend the trunk forward and then backward—1, 2; 1, 2.  
 (c) *Hands—clinch.* Raise the arms forward, the knuckles turned down—1; bend the arms, the fists over the shoulders (elbows sideward)—2; reverse—3; return—4.
2. (a) *Hands on hips—place.* Raise the chest—1; return—2.  
 (b) *Hands on hips—place.* Lower the trunk forward and straighten the arms downward—1; return—2; bend the trunk backward and straighten the arms upward—3; return—4.
3. (a) *Hands—clinch.* Raise the left leg forward—1; bend (raise) the left knee—2 (Fig. 60); reverse—3; return—4.



Figure 60

The same exercise right.

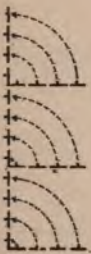


Figure 61

4. STEPS—(a) *Hands on hips—place.* Balance-step forward and backward—begin.

Execution.—Step left forward—1; place the right foot to the left at the same time raising the heels—2; lower the heels—3; step right backward—4; place the left foot to the right, at the same time raising the heels—5; lower the heels—6. Repeat six to eight times. Do not take steps too long.

- (b) *Knuckles on hips—place.* Three steps forward and place the right foot forward (on the toes) (1-4), three steps forward (beginning with the right foot) and place the left foot forward (5-8), four polkas forward (9-16)—begin. (The complete movement takes 16 counts).

5. TACTICS—*In front ranks of four.* The class stands in a front column composed of ranks of four. Quarter wheel left—march (Fig. 61).

In ranks of four a quarter wheel takes four counts.

As a rule wheeling cannot be performed in a classroom. In such cases repeat the tactics of the preceding lessons.



## FOURTH GRADE—LESSON 9.

1. (a) *Hands on hips—place.* Alternately and quickly raise the left and right knees forward—1, 2; 1, 2; etc.



Figure 62

(b) *Hands on hips—place.* Bend the trunk fore-downward, and then backward—1, 2; 1, 2.

(c) *Clinch hands and arms sideward—raise.* Small circle forward—1, 2; 1, 2; etc. (Fig. 62). (The center of the circle must be in line with the shoulder).

(d) *Clinch hands and arms sideward—raise.* Small circle backward—1, 2, etc. (Head up and chest well forward).

2. (a) *Hands on hips—place.* Raise the chest upward—1; return—2.

(b) *Hands behind neck—place.* Stride left sideward—1; bend the trunk left—2; reverse—3; return—4.

The same exercise right.

(c) *Arms sideward (the palms forward)—raise.*

Bend the trunk left and place the hands behind the neck—1; return—2; the same exercise right—3; return—4.

(d) *Stride left sideward, bend trunk left, and hands behind neck—place.* Straighten the arms sideward—1; return—2.

The same exercise right.

3. (a) *Hands on shoulders—place.* Lunge left sideward—1 (Fig. 59, lesson 6); bend the trunk left—2; reverse—3; return—4.

The same exercise right.

(b) *Clinch hands and arms sideward—raise.* Raise the left leg sideward—1; bend the right knee—2; reverse—3; return—4.

The same exercise to the opposite side.

4. STEPS—(a) *Hands on hips—place.* Balance-step forward and backward, beginning right—begin, (6 counts).

(b) Balance-step forward and backward, beginning alternately left and right—begin (12 counts).

(c) *Knuckles on hips—place.* Three steps forward and place the right foot forward (1-4), three steps forward and place the left foot forward (5-8); glide polka left forward (9-12); glide polka right forward (13-16). A glide polka consists of two glides and a polka.

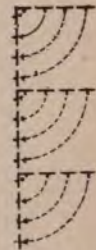


Figure 63

5. TACTICS—*In front ranks of four.* Quarter wheel right—march (Fig. 63).



## FOURTH GRADE—LESSON 10.

1. (a) *Place hands on desk and left knee forward—raise.* Straighten left leg backward—1; return—2.



Figure 64

The same exercise right.

- (b) *Hands—clinch.* Swing the arms fore-upward and raise the heels—1; return—2.  
 (c) *Clinch hands and arms forward—raise.* Lower the head backward—1; swing the arms up and backward—2; reverse—3; return—4.  
 2. (a) *Arms forward—raise.* Place the hands on the hips (elbows well backward)—1; bend the trunk backward—2; reverse—3; return—4.

(b) The swimming movements of the "breast stroke." *Arms obliquely fore-upward—raise.* Palms turned slightly outward (Fig. 64) move the arms sideward (head and chest high)—1; bend the arms, bringing the hands in front of the chest, palms together—2 (see the arms in Fig. 67, Lesson 11, Fourth Grade); straighten the arms

obliquely fore-upward—3. (In the correct swim-rhythm the second count is much shorter than the first and third).

- (c) *Arms fore-upward—raise.* Stride left backward—1; bend the trunk backward—2; reverse—3; return—4.

The same exercise right.

- (d) *Hands on hips—place.* Lunge left backward—1; bend the trunk backward—2 (Fig. 65); reverse—3; return—4.

- (e) *Lunge right backward, bend trunk backward, and hands on hips—place.* Straighten the arms upward—1; return—2.

3. (a) *Raise the arms and left leg forward—1; swing the arms up, and the leg down and backward—2; reverse—3; return—4.*

- (b) *Hands on hips—place.* Swimming movements. In the "breast-stroke" the arms begin the movement in the first count. The leg movements then occur with the second and third arms movements. In teaching it is better, therefore, to count 2 and 3 instead of 1 and 2. Raise the right knee obliquely forward—2; straighten the leg sideward and lower the leg—3 (see the leg positions of Figs. 67 and 68, Lesson II, Fourth Grade).

The third movement should immediately follow the second.

The same exercise opposite.

4. STEPS—(a) *Hands on hips—place.* Balance-step obliquely forward and backward, placing the opposite foot crossed in front—begin (six counts).

The same exercise beginning right.

- (b) *Knuckles on hips—place.* Three steps forward and place the right foot forward (1-4), three steps forward and place the left foot forward (5-8); glide polka left sideward (9-12); glide polka right sideward (13-16).

5. TACTICS—(a) *In front ranks of four—Mark time four steps and quarter wheel left—march.*

- (b) *The same exercise wheeling right.*



Figure 65

## FOURTH GRADE—LESSON 11.

1. (a) *Place hands on desk and left knee forward—raise. Straighten left leg backward—1; return—2.*

The same exercise right.

- (b) *Hands—clinch. Swing the arms fore-upward and raise the heels—1; return—2.*

2. (a) *Hands—clinch. Raise the arms sideward—1; turn the trunk left—2; reverse—3; return—4.*

The same exercise right.

- (b) Practice also the swimming movements of Lesson 10.

- (c) *Hands—clinch. Turn the trunk left and swing the arms fore-upward—1; bend the arms to an angle upward—2; reverse—3; return—4.*

The same exercise right.



Figure 66

- (d) Lower the trunk forward and place the hands on hips—1; move the trunk left and straighten the arms sideward—2 (Fig. 66); reverse—3; return—4.

The same exercise right.



Figure 67

3. Complete swimming movements of the "breast-stroke." *Arms obliquely fore-upward—raise. Move the arms sideward—1; bend the arms, the hands in front of chest and raise the right knee obliquely forward—2 (Fig. 67); straighten the arms obliquely fore-upward and the right leg sideward, immediately closing it to the left leg—3 (Fig. 68). (The second count is short, the first and third being long-drawn so as to get the correct swim-rhythm).*

The same exercise using left leg.

4. STEPS—(a) *Hands in rear—grasp. Balance-step obliquely forward and backward—begin (6 counts).*

- (b) As (a), raising the left arm side-upward in a half circle when stepping forward—begin.

- (c) As (a), raising the right arm side-upward in a half circle when stepping backward—begin.

- (d) *Knuckles on hips—place. Three steps forward and place the right foot forward (1-4), three steps forward and place the left foot forward (5-8), with a quarter turn right glide polka left sideward (9-12); glide polka right sideward, executing a quarter turn left during the last two counts (13-16).*



Figure 68

5. TACTICS—(a) *In front ranks of four. Four steps forward and quarter wheel left—march.*

- (b) *The same exercise wheeling right.*



## FOURTH GRADE—LESSON 12.

1. (a) *Hands on desk—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms down—1; return—2.  
 (c) *Hands—clinch.* Raise the arms diagonally, the left arm obliquely fore-side-upward (the right arm is obliquely backward)—1 (Fig. 69); turn the head and trunk left and change the position of the arms (so that the right arm now points to where the left was)—2; reverse—3; return—4.



Figure 69

The same exercise to the opposite side.

2. (a) *Hands—clinch.* Raise both arms obliquely fore-upward, and turn the trunk left—1 (Fig. 70); lower the head backward and swing the arms sideward, knuckles turned down—2; reverse—3; return—4.

The same exercise right.

- (b) *Lunge and lower the trunk obliquely left forward, and hands on hips—place.* Straighten the arms upward—1; return—2.

The same exercise right.

3. *Hands on hips place.* Raise the left leg obliquely right forward—1; swing the left leg obliquely left backward—2; reverse—3; return—4.

The same exercise to the opposite side.

4. STEPS—(a) *Hands in rear—grasp.* Balance-step obliquely left forward raising the left arm side-upward in a half circle (1-3), the same movement right backward with arm movement right—(4-6).



Figure 70

Command. Balance-step obliquely left forward and right backward with arm-raising—begin.

The same exercise beginning right.

- (b) *Knuckles on hips—place.* Three steps forward and place the right foot forward (1-4), three steps forward and place the left foot forward (5-8), with a quarter turn right glide polka left sideward, executing a half turn left during the last two counts (9-12); glide polka right sideward, executing a quarter turn right during the last two counts (13-16). (The whole step is a progressive movement in the original line of march).

5. TACTICS—(a) *In front ranks of four.* Left about in four steps and quarter wheel left—march.

- (b) The same exercise facing and wheeling right.

## FOURTH GRADE—LESSON 13.

1. (a) *Hands on desks—place.* Quickly bend and straighten the knees—1, 2.  
 (b) *Arms fore-upward—raise.* Bend the trunk fore-downward and swing the arms down—1; return—2.

2. (a) *Hands—clinch.* Turn the trunk left and swing the arms fore-upward—1; lower the trunk forward—2; reverse—3; return—4.

The same exercise right.

- (b) *Hands—clinch.* Lunge left sideward and raise the arms sideward—1; bend the trunk right and swing the arms, the left bent overhead, the right behind the back—2 (Fig. 71); reverse—3; return—4.

The same exercise right.

- (c) *Lunge left sideward, bend the trunk right and hands on hips—place.* Straighten the left arm upward—1; return—2.

The same exercise opposite.



Figure 71

3. Raise the arms and left leg forward—1; raise the arms upward and move the left leg backward—2; reverse—3; return—4.

The same exercise right.

4. STEPS—(a) *Hands in rear—grasp.* Balance-step obliquely left and right forward (1-6) and then obliquely left and right backward (7-12)—begin. The same exercise crossing the opposite foot in front—begin.

- (b) *Knuckles on hips—place.* (Beginning right). Three steps forward and place the left foot forward (1-4), three steps forward and place the right foot forward (5-8), with a quarter turn left glide polka right sideward executing a half turn left during the last two counts (9-12); glide polka left sideward executing a quarter turn left during the last two counts—(13-16).

Note: This is an exercise like the one in the preceding lesson, the side movement, however, being to the right.

5. TACTICS—(a) *In front ranks of four.* Quarter wheel left and face about in four steps—march.

- (b) The same exercise wheeling and facing right.



## FOURTH GRADE—LESSON 14.

1. *Hands on hips—place.* Quickly and alternately raise the left and right knees forward—1, 2; 1, 2; etc.
  - (b) *Hands—clinch.* Swing the arms fore-upward and bend the trunk backward—1; return—2.
  - (c) *Clinch hands and arms sideward—raise.* Bend the arms, fists over shoulders—1; move the elbows forward—2; reverse—3; return—4.
  
2. (a) Review the complete swimming movements of Lesson 11.
  - (b) *Hands on hips—place.* Lunge obliquely left forward—1; bend the trunk left and straighten the arms sideward—2; reverse—3; return—4. The same exercise right.
  - (c) *Lunge obliquely left forward, bend the trunk left and hands on hips—place.* Straighten the right arm upward—1; return—2. The same exercise opposite.
  
3. (a) *Hands on hips—place.* Raise the left knee forward—1; straighten the left leg backward—2; reverse—3; return—4. The same exercise right.
  - (b) Bend the knees and place hands on hips—1; return—2.
  
4. STEPS—(a) *Hands on hips—place.* Balance-step obliquely left and right forward, bending the trunk to the opposite side (1-6), and then obliquely left and right forward (7-12)—begin. The same exercise crossing opposite foot in front—begin.
  - (b) *Knuckles on hips—place.* Beginning right. Three steps forward and place the left foot forward (1-4), three steps forward and place the right foot forward (5-8), with a quarter turn left, glide polka right sideward executing a half turn left during the last two counts (9-12), glide polka left sideward executing a quarter turn left during the last two counts (13-16).
  
5. TACTICS—*In front ranks of four.* Four steps forward, a quarter wheel left and in four steps face left about—march (12 counts). The same exercise wheeling and facing right.

## FOURTH GRADE—LESSON 15.

---

(A typical yard lesson, using part of the regular work).

1. *Hands on hips—place.* In place—run.
2. (a) *Arms to thrust—bend.* Thrust forward—1; return—2; thrust sideward—3; return—4.  
(b) *In four steps, left about—face.*  
In four steps, right about face.  
or (b) *Arms to thrust—bend.* Thrust forward—1; return—2; thrust downward—3; return—4.
3. (a) *Stride left forward, and hands on hips—place.* Lower the trunk forward—1; return—2; bend the trunk backward—3; return—4.  
The same exercise right.  
(b) *Lower the trunk forward, and arms to thrust—bend.* Thrust sideward—1; return—2.
4. (a) *Knuckles on hips—place.* Jump to a side-stride—1; jump, crossing legs, left in front—2; reverse—3; return—4.  
(b) as (a), crossing the right foot in front.  
or (b) *STEPS—Knuckles on hips—place.* Change-step forward—begin.  
(c) Change-step with foot placing forward and backward.
5. **GAME**—"Day or Night." Separate the class into two ranks. These face each other, at two steps distance. One party is named Day, the other Night. Take a coin or a flat piece of wood, designate one side of the coin or wood as Day, the other as Night. Toss it up. Immediately after it has fallen call out the side on top. Should this be Day, this party runs to its goal (about 25 feet off), pursued by Night. Whoever is tagged in this pursuit is a prisoner and out of the game. Continue until all of one side are caught.

## FOURTH GRADE—LESSON 16.

---

(A typical yard lesson, using part of the regular work).

1. Arrange the class in a column composed of ranks of twos, girls at the head of the class. *Hands on hips—place. Forward—run.* The leaders run up and down the yard at a quick pace. Mouths must be closed. All are to keep step. After running for a minute or two change to a march.  
Command: Common step—march. While marching form the class into a column of fours for calisthenics.
2. (a) *Hands—clinch.* Raise the arms forward, the knuckles turned up—1; bend the arm for thrust—2; reverse—3; return—4.  
(b) Four steps forward and left about in four steps—march. Also face right about.  
or (b) *Hands—clinch.* Raise the arms sideward—1; bend the arms, the fists over the shoulders—2; reverse—3 return—4.
3. (a) *Clinch hands and the trunk left—turn.* Swing the arms fore-upward—1; return—2.  
Also practice this exercise with a right turn.  
(b) *Lunge left sideward, and hands on shoulders—place.* Bend the trunk left—1; return—2.  
Also practice this exercise right.
4. (a) *Knuckles on hips—place.* Jump to a cross-stride, left leg forward—1; jump, changing the position of the legs—2; reverse—3; return—4.  
STEPS—(b) *Knuckles on hips—place.* Four polkas and eight steps forward (16 counts)—begin.
5. GAME—“*Last Pair Run.*” Form the girls and the boys each into a column of twos, with a single pupil standing at the head of each column. This one claps his hands three times, at the same time calling out, “Last pair run.” Upon this the pair standing at the rear end of the column runs forward (one at each side) and tries (anywhere in the yard) to join hands before the caller has caught one. If one is caught he becomes caller and the other two form a pair at the head of the column. The caller is not allowed to turn around to see who is running forward.

## FOURTH GRADE GAMES

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The games of Grade III may also be played.

### BOGEY MAN. (Black Man).

A player, chosen as Bogey Man, stands at one end of the yard, the other players stand at the opposite end. The Bogey Man calls, "Are you afraid of the Bogey Man?" The others answer, "No," and run, trying to pass him and reach the opposite end of the yard. The Bogey Man tags one or two and they go with him to his side of the yard, and play as Bogey Men. The play is repeated until all the runners are caught by the Bogey Man and his helpers. The last one caught begins a new game.

### LAME GOOSE.

The one playing the goose takes his place at one corner of the yard, called "home." After three running steps he must hop on one foot and tag one of the other players who are running about. When one is tagged, and so becomes goose, he is chased by the other players, who strike him with knotted handkerchiefs, until he is "home." Should the goose in his attempts to tag a player put both feet on the ground he also is chased home by the other players.

### BREAK THROUGH. (Bear in the Ring).

A number of players join hands and form a circle, the bear-pit. One of their number, previously selected as the bear, wanders about on the inside, attempting to get out by testing the bars. The bear may break through the bars by placing his weight on the grasped hands, or jump over or crawl under the same. If he breaks through and escapes, the keepers give chase, the one catching him becoming bear.

### CATCH THE WAND. (Spin the Plate).

Arrange the players in a circle. The leader stands in the center. Placing one end of the wand on the ground he releases the other end, calling upon a player to run forward and catch it before it falls to the ground. Increase the difficulty by having the one called clap hands once, or a number of times before catching the wand. Catching may be made still more difficult by asking for a complete turn around before catching.

### LONG JUMPING ROPE.

The difficulties of this game may be increased by introducing quarter and half turns while jumping; also by having a new pupil run into the rope after every swing until six or eight are in, and have them run out in the same order; also by always keeping a stated number in the rope, when one runs out, the next in order runs in.

### LEAP FROG.

This may be played by any number of boys, one of whom assumes a stooping posture with his hands resting on his knees. The others, who stand behind him, leap over him with legs straddled, resting their hands lightly on his shoulders. As each goes over he assumes the same stooping posture as the first, a step or two in front of the preceding player. When the last has leaped over,



the one who stooped first stands up and leaps over the line of stooping players. As soon as he has passed over the one in front of him, that one leaps over the next, and so on until all have done so.

This game may also be played by the boys when standing in open order after their calisthenics. Each file jumps for itself.

#### WRESTLE FOR THE WAND. (Stick Wrestling).

Two boys, standing opposite each other, catch hold of a thirty-inch wand. The right hand takes under grip, the left upper grip (right hand on the outside). By pressing down with the left hand and pulling with the right, each boy tries to twist the wand from the hands of his opponent. The one who lets go with one or both hands loses. The wrestlers must remain on their feet.

#### FOOT IN THE RING.

A circle about two feet in diameter is drawn. A boy places one foot in the ring folding his arms. A second boy hops around the ring with arms folded, trying to push the first boy out of the circle by nudging or shoving him as he goes by. When the first boy is put out the second takes his place, and a new boy is chosen to attack. If the attacker is put out by having both feet on the ground the next one takes his place. After the game is learned, several circles may be used at the same time. A very agile boy will be able to defend himself against two attackers.

#### BALL GAMES.

In this grade the pupils should be led to play the games of the preceding grades with a small regulation-sized ball. They should learn to throw and catch a tennis or soft baseball. They should also be led to bat a soft ball with their hands, and, later, with a paddle or short bat.

#### TOSS UP. (Flower Ball).

The players form a circle, one of the pupils, standing in the center, having a basket-ball (or a tennis ball). He tosses the ball high up within the circle, at the same time calling one of the players by name. The one named must quickly run and catch the ball after the first bounce. If he catches the ball he tosses it up and calls upon some other player. If the ball is not caught the first player again tosses it up. To increase the difficulty of the game, ask that the ball be caught on a fly.

A variation of this game is to form two sides, numbering the players, the odd numbers forming one side, the even numbers the other. The odd numbers must call on the even, and vice versa. Count one point for every ball caught, and see who wins after twenty tosses.

#### DAY OR NIGHT. (Black or White; North or South).

This game is described in lesson 15, page 39.

#### LAST PAIR RUN. (Last Pair Out).

This game is described in lesson 16, page 40.

### END BALL.

(A preparatory game leading up to Captain Ball).

The field is a 30 ft. square, divided into two equal parts. Across the outside end of each field is a smaller field or base 3 or 4 ft. deep. (See Figure 72). As players become expert the field may be lengthened to 40 or 50 feet by 30.

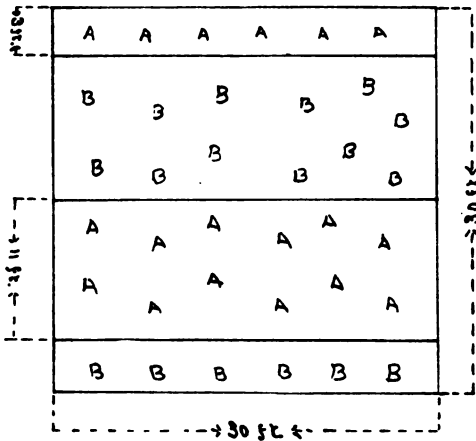


Figure 72

All players must keep within their own fields.

If the ball rolls or is thrown over the boundary line of any field, the player nearest the line in that field gets the ball, and brings it in to the line, at the point where it crossed. From there he throws the ball to one of the players in the same field.

Any number may play. They are divided into two teams. About one-third of each team are basemen, who take their places in the base or outer field at one end, while the others are guards, and take their places in the inner field on the opposite side of the center line.

The game may be played in halves of five minutes or for any length of time. Play is continuous during this time.

A point is made whenever a baseman catches the ball (a basketball) from a guard of his own team.

Rules.—The game is in charge of a referee, who calls all fouls. At the beginning of the game (or at the beginning of each half) he tosses the ball up in the center, between two opposing guards.

## APPENDIX V.

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### ROUNDELS.

#### The Fairies. I.

\*Music: "Spring Song," by Arthur Richard (No. 100).

Note: In their simplest forms the following roundels may be performed by the pupils arranged in single file, or in a column of twos, threes, fours, etc., as may be made compulsory by the space at disposal. These roundels have a progressive forward movement; there must, therefore, be space enough to allow the pupils to move forward and to the left around the hall or room. If arranged in single file, pupils place their knuckles on the hips; if arranged in a column, the pupils grasp hands shoulder-high, the outer ones placing the knuckles of the free hand on the hips.

#### Part I. Metronome 80.

##### Measure:

1. Beginning with the left foot, three quick steps forward and raise the right knee (the knee is raised slightly, the foot extended and near the left leg).
2. Beginning with the right foot, three quick steps forward and raise the left knee.
3. As 1.
4. Beginning right, three quick steps backward and raise the left knee. (If, at the beginning, this backward movement is too difficult, change it to a forward movement).
- 5-16. Repeat the above four measures three times.

#### Part II.

1. Place the left foot forward and backward.
  2. Change step left.
  3. Place the right foot forward and backward.
  4. Change step right.
  - 5-16. Repeat the above four measures three times.
- These two parts may be repeated as often as wished.
-

## THE FAIRIES. II.

Note: This roundel is arranged for pupils standing in a column of twos. The theme is the same as in the Fairies I, the variations consisting of movements to the opposite side. The partners, designated as Nos. 1 and 2, stand side by side, their right and left hands grasped shoulder-high so that either may easily cross over without releasing the hold. No. 1 is standing at the right. (Fig. 48).



Figure 48

## Part I.

Measure:

1. Beginning with left foot, three quick steps forward and raise the right knee.
2. Beginning right, three quick steps forward and raise the left knee.
3. As 1, but during the three steps No. 1 crosses over to the left.
4. Beginning right, three quick steps backward and raise the left knee. (If this backward movement is too difficult, change it to forward).
- 5-8. Repeat the above, except that during the seventh measure No. 1 crosses over to the right. (The left foot, when the crossing-over takes place, begins by crossing obliquely forward to the right).
- 9-16. Repeat the above eight measures.

## Part II.

1. Place the left foot forward and backward.
  2. Change-step left, No. 1 at the same time crossing over to the left.
  3. Place the right foot forward and backward.
  4. Change-step right, No. 1 crossing over.
  - 5-8. Repeat the above.
  - 9-16. Repeat the above eight measures.
- These two parts may be repeated as often as wished.

Additional dances suitable for third grade are: "Brownie Polka" (Gilbert's School Dances), and "Klapp Dance" (Swedish Folk Dances).



# Spring Song.

VOCAL SCHOTTISCHE.

Words by W. COMERT.

Composed by ARTHUR RICHARD.

London: NOVELLO, EWER AND CO., 1, Berners Street (W.), and 80 & 81, Queen Street (E.C.); also in New York.

VIOCE.

Let us glad - ly sing Of re - turn - ing Spring. For as queen she comes to  
*Doh is D.*  
 { : s „ s | d' : s | s : l „ m | s : r | r : r „ m | f : l | t : l | }

ANO.

*f*

reign; . . . With a fai - ry wand, She a - wakes the land; And the  
 { | l : — | m : s „ s | d' : s | s : l „ m | s : r | r : m „ s | }

swal - low comes in her train. . . . Let us glad - ly sing Of re -  
 { | fe : l | r' : l „ d' | t : — | l : s „ s | d' : s | s : l „ m | }

These dances are all in "Games and Dances."

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- turn - ing Spring, For as queen she comes to reign; . . . With a  
 { | s 'r | r : r „m | f : l | t : l | l : - | m : s „s

fai - ry wand, She a-wakes the land; And the swal - low comes in her train.  
 { | d' : s | s : s „se | l : r | r : r „m | f : m | r : l „s | d : - | - ||

FINE.

FINE.

*mf* The cuc-koo's note O'er the green doth float, For the cuc-koo loves the Spring of the year; And t  
*A.t.*  
 { : .r s | s : d | t : d „r | s : d | t : d „r | s : s | f . m : r . d | l : r „m | r : s : „  
*mf* *cres.*

flow'rs a - round, Know the joy - ful sound, And ar-ray'd to greet her they ap - pear.  
 { | s : d | t : d „r | s : d | t : d „r | s : s | f : l . t | r : d | d s  
*f.D.*  
*D.C.*

## CHILDREN'S QUICKSTEP. I.

Music: "The Wind," by W. B. Olds (in School Song-book, No. 163).

For young children. The class is arranged in a column composed of ranks of four, which, during the steps, moves to the left around the hall or corridor.

## I.

Measure:

1. Three steps obliquely forward left and place the right foot forward.
2. Three steps obliquely forward right and place the left foot forward.
3. Step obliquely forward left swinging the right leg forward, and then repeat the movement to the other side.
4. Four steps backward.

## II.

5. Four gallops obliquely left forward.
  6. Four gallops obliquely right forward.
  7. Three gallops left forward and place the right foot crossed in front.
  8. Three gallops right backward and place the left foot crossed in front.
- Repeat I and II as often as desired.

## CHILDREN'S QUICKSTEP. II.

For older children arranged in a column of twos. The inner hands are grasped shoulder-high, the knuckles of the outer hands are placed on the hips.

Measures 1 to 4 as above in Children's Quickstep I, except that the couples begin with the outer foot, i. e., those standing on the left begin with the left foot, those on the right begin with the right foot. The movement then is slightly away and toward each other.

## II.


5. Four gallops obliquely outward.
  6. Four gallops obliquely inward.
  7. With a quarter turn the couples face each other, grasping both hands shoulder-high, three gallops sideward toward the front and place the inner foot crossed in front.
  8. Three gallops sideward toward the rear and place the outer foot crossed in front.
- Repeat I and II as often as desired.



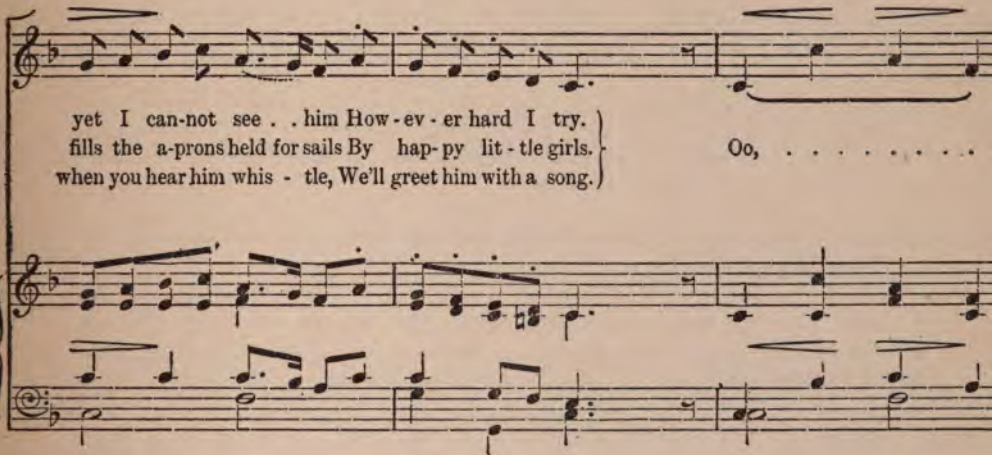
# The Wind.

Words by BERTHA E. BUSH.

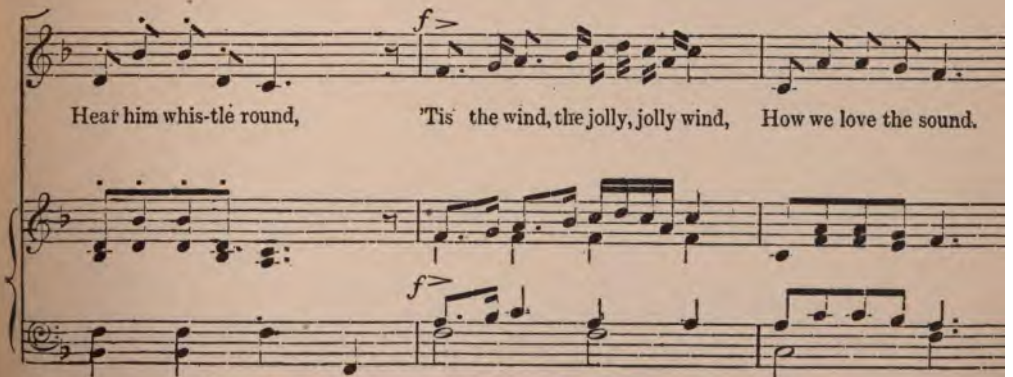
Composed by W. B. O



1 There's some-one push-ing hard out-doors, I hear him whis-tle by; A  
 2 He holds the kites up in the sky, He toss-es Ka-tie's curls, F  
 3 Oh, such a glo-rious com-ra-de he, He helps all plays a'-long, A



yet I can-not see . . him How-ev-er hard I try.  
 fills the a-prons held for sails By hap-py lit-tle girls.  
 when you hear him whis-tle, We'll greet him with a song. } Oo, . . . . .



Hear him whis-tle round, 'Tis the wind, the jolly, jolly wind, How we love the sound.



### THE ELF'S FROLIC.

Music: "See-Saw," by W. B. Olds (in School Song-book, No. 164).

This roundel is for older children arranged in a column of twos.

The inner hands are grasped shoulder-high, the outer knuckles are placed on the hips. The movements begin with the outer foot. To simplify the description the movements of only the one standing at the left are given; the one standing at the right performs to the opposite side.

#### Measure:

1. Balance-step obliquely left and right forward, the opposite foot crossed in front.
  2. As 1.
  3. Face inward, both hands grasped shoulder-high, balance-step sideward toward the former front and rear, crossing the opposite foot in front.
  4. As 3.
  5. Face front, glide obliquely left forward and hop while swinging the right leg crossed in front; then repeat this movement right.
  6. As 5.
  - 7-8. Three slow steps backward, and, with a bow, draw the right foot to the left.
  - 9-16. Repeat 1-8.
- Repeat as often as desired.

# See-saw.

Words by BERTHA E. BUSH.

Composed by W. B. OLDS

*Gracefully.*

*mp*

See - saw, see - saw, Now we're down so low; . . .

*mp*

See - saw, see - saw, Up so high we go; . . .

*mp*

See - saw, see - saw, Hap - py play - ers we, . . .

*mp*

All the ups and downs of life Greet with jol - li - ty. . . .

## PLAYGROUND ROUNDEL.

Music: "Summer Breezes," by Arthur Richard (No. 145).

A roundel for older children, arranged in a column of twos. Those standing at the left begin with the left foot, the others with the right foot. The movements of the one at the left are described.

### I.

Measure:

1. Three steps forward, then place the right foot crossed behind the left leg and slightly bend and straighten the knees (the heels raised from the floor).
2. As 1, beginning with the other foot, crossing left.
3. Step left, then place the right foot crossed behind the left leg, slightly bending the knees; then perform the movements to the opposite side.
4. Two change steps.
- 5-8. Repeat 1-4.

### II.

9. With three steps forward perform a half turn right, then place the right foot backward.
10. As 9, but facing left and placing left foot backward.
11. Place the left foot forward, backward and a change-step left.
12. Place the right foot forward, backward and change-step right.

### III.

Part III is a repetition of the movements of Part I.

Repeat I, II and III as often as desired.

Additional dances suitable for fourth grade are: "Ace of Diamonds" and "Mountain Polka" (Folk Dances and Singing Games).

\*The music for these roundels may be had from Novello & Company, 21 East 17th Street, New York.

# Summer Breezes.

## VOCAL GAVOTTE.

Words by WILLIAM COMERY.

Composed by ARTHUR RICHARDS.

LONDON: NOVELLO AND COMPANY, LIMITED; AND NOVELLO, EWER AND CO., NEW YORK

*Tempo di Gavotte.*

VOICE.

1. Hark! the sum - mer bree - zes say, Child - hood is the time for  
 3. Come! and we will mer - ry be, Full of laugh - ter, full of

*Doh is D.*  
 { | m : l | f : m . r | d e : m | r : - | r : s | m : r . d | t , : r }

*Tempo di Gavotte.*

PIANO.

*p*

*cres.* *mf*

play; Come then chil - dren, come a - way! Join our mer - ry . sports to -  
 glee; Child - hoods days should ev - er be Given to mirth and rev - el -

{ | d : - | s : d' | t : l . t | r' : r' | r' : - | s : t | l : s . l | d' : d' }

*cres.* *mf*

day. Hark! the sum - mer bree - zes say, Child - hood is the time for  
 ry. Come! and we will mer - ry be, Full of laugh - ter full of

{ | d' : - | m : l | f : m . r | d e : m | r : - | r : s | m : r . d | t , : r }

*p*



*cres.*

play; Come then chil - dren, come a - way! Join our  
 glee; Child - hoods days should ev - er be Given to

{ d :- ld :d' | t .l :l | d :l | s :- | m .f :s .l }

*cres.* *f*

*FINE.*

mer - ry sports to - day. } 2. Skip - ping through the sun - ny  
 mirth and rev - el - ry. }

{ s :d' | s :r' | d' :- | A.t. :r's :m | r .d :r .m | f :m }

*FINE.*

hours, . . Skip - ping 'tween the pass - ing showers, Where the

{ m :r | m :d | t .l :se, .l | r :l | d :t, | s :m }

*D.C. for 3rd verse.*

sun - shine gilds the bowers, Floods the mea - dows, paints the flow'rs.

{ r .d :r .m | f :m | m :r | s, .l :t, .d | f :m | m :r | <sup>f.D.</sup> :s :- ||

*D.C.*

## LESSON SCHEME.

Gymnastics performed in classrooms and corridors must of necessity be of a rather limited range, confining itself to calisthenics, rather simple dancing steps and tactics. Extensive running, hopping, jumping and games can be introduced only in yard lessons. In yards that are suitably equipped, apparatus work and also track and field work should, therefore, be taken as frequently as possible. During all lessons the teacher must never lose sight of the fact, that if the 15 minutes devoted to gymnastics are to be of value to the pupils they must be filled by well directed, vigorous work.

The arrangement of room or corridor lessons in this handbook, is as follows:

1. *Introductory movements* intended to bring about increased circulation and respiration in the shortest time.
2. *Exercises of the Trunk* having as their purpose (a) the strengthening of those trunk muscles conducing to an upright carriage; (b) an increase of nervous control necessary to achieve an improved posture, and (c) an increased mobility of the spine.
3. *Exercises of the Legs* devised to improve posture by strengthening the muscles of the trunk, as well as of the legs, and designed to give increased control so that an improved posture may easily be retained.
4. *Dancing Steps* with the intent, by the cultivation of general co-ordination, to increase skill, grace of motion and beauty of posture.
5. *Tactics* used to arouse attention and to cultivate prompt response and ready obedience.

The arrangement of a lesson given in the yard or in a large basement, should be as follows:

(For typical lessons, see pages 19, 20, 39 and 40.)

1. *A Short Run.*
2. *Exercises of the Arms and Legs* (or Tactics).
3. *Exercises of the Trunk.*
4. *Exercises in Hopping* (or Jumping, or Dancing Steps).
5. *A Game.*

The exercises for the arms and trunk, the dancing steps, as well as the marching, should be taken from the lesson just being learned.

If a yard, hall or playroom is equipped with gymnastic apparatus, this should be used twice a week. A lesson there should consist of:

1. *A Running Game of a vigorous type.*
2. *Apparatus Work.*

**TIME:** Fifteen minutes daily are to be devoted to formal gymnastics. Principals will determine the time of the day the exercises are to be performed. The regular recess-time must not be used for this work.

**NEW LESSONS:** New lessons should be begun every two weeks. There is a steady progression from the first to the eighth grade, also in the lessons of each grade. The co-ordinations of a lesson must therefore be well learned before those of a new lesson are attempted. After the new movements of a lesson have been learned the exercises of former lessons should often be repeated. This will give a greater variety of movements, and also permit the co-ordinations of former lessons to be reviewed again.

**SUPPLEMENTARY WORK.** There are many effective exercises by means of which the class aims of each grade may be reached. After having taught the prescribed exercises, experienced class teachers who have had the necessary gymnastic training should teach exercises of a similar degree of difficulty to their pupils. See pages 73 and 74.

At the time of tests or examinations no new work should be attempted.

**SUPPLEMENTARY AIDS.** The formal work as presented in the regular lessons must be augmented by suitable yard games to be played at recess and, whenever possible, before and after school. A simple equipment of the schoolyard with gymnastic and play-apparatus will add to the effectiveness of this part of the work. A further supplement to the work is an arrangement of "steps" (the so-called "dancing steps") as simple roundels which may be performed in corridors, halls or suitable basements after school or at other suitable hours to the accompaniment of music. See pages 44 to 54.

Recreation drills are a further addition at the command of the teacher to put his class into a better physical condition, see pages 76 to 77; and

lastly, conscious, sustained effort should be made to interest girls as well as boys to participate in all kinds of healthful out-door activities suited to the seasons, like swimming, skating, sledding, tramping, etc.

In the upper grades competitive work in track and field events, also in suitable games, if undertaken with wise restrictions, will be another admirable means of beneficially influencing the physical, mental and moral growth of girls and boys.

**PLACE:** Wherever possible the lessons in physical training should not be given in the classroom. By preference the places for this work are (1) the schoolyard, (2) the corridors, halls or basements, (3) the school rooms.

**NOTE.**—Unless a room is very clean, the steps, as regular exercises, should not be performed in the classroom.

The conditions on the upper floors of certain buildings may make it advisable to omit parts of the formal lessons. The exercises omitted under such conditions should be practiced when good weather allows classes to exercise in the yard.

**DISPOSITION OF A CLASS THAT DOES NOT EXERCISE IN ITS ROOM:** At the command "*Gymnastics, sit—erect*" the pupils will sit erect. In a class composed of boys and girls the next command is "*Boys stand.*" The boys rise quickly and quietly, and stand in the middle of the aisle. At the command "*Form twos—march*" they march to the front of the room, form ranks of two, ranged according to height, the smallest boys in front. The girls then rise and form a column of twos at the side of the room. (After a few trials this formation can easily be made within one minutes' time.) (Fig. 1.) The columns then march to the corridor or playground, each rank keeping "full distance" from the one in front, that is, it must be arm's length from that in front. (In schools having only boys or only girls the pupils form in the same manner, the teacher first dividing the class into two sections.)

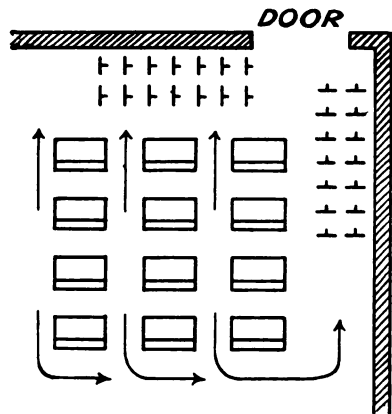
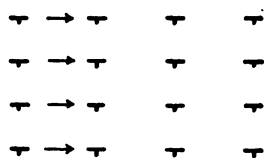


Figure 1



**TAKING DISTANCE:** In order to gain enough space to perform gymnastic exercises the ranks must be opened. At the command "*Open*





**OPENED RANKS**

Figure 2

*ranks to the left—march*" distance is taken as follows: The pupil standing at the right end of each rank remains in place, the rest take side steps left, all gradually raising their arms sideward until they have "full distance," i e., until they do not touch their neighbors. (Fig. 2.)

At the close of the lesson the ranks are closed at the command "*Close ranks to the right—march*." The class then returns to its room. (The ranks may also be opened from the center. Opening the ranks sideward from the center is the easiest manner, and should therefore be used in the lowest grades.)

NOTE.—Teachers must appoint window monitors, who will see that the windows are opened for ventilation while the class is out of the room.

**ARRANGING A CLASS THAT EXERCISES IN ITS ROOM:** At the command "*Gymnastics, sit—erect*" the pupils will sit erect. At the command "*Class—stand*" the pupils rise quickly and quietly, and stand in the middle of the aisles. In order to get the space necessary for exercising, the command is given, "*Take distance—march*." The pupils hereupon raise their arms forward and move forward or backward until they have sufficient room. In order that pupils may have ample distance it is advisable to use all the free space at the front and back of the room. At the close of the lesson the pupils return to their places in the aisles at the command "*To your desks—march*." The command, "*Class—be seated*" brings all into their regular seats.

NOTE.—Teachers must appoint window monitors, who will, at the beginning of the lesson, open the windows for ventilation, and, after the lesson, close them.

**VENTILATION:** Sufficient ventilation under all conditions is still an unsolved problem, even in most modern schools. In the greater number of schoolrooms the quickest and most effective way of getting fresh air is to open the windows as often as conditions demand it. Naturally, outdoor temperature will determine the time and the degree of this manner of ventilation. Manual work, singing, etc., increase respiration, and call for an increase of fresh air. Gymnastics does this to a still greater degree. Under no circumstances, therefore, should gymnastics be performed in a room that does not give the pupils a greatly increased supply of fresh air.

**COMMANDS:** There are two kinds of commands, the preparatory and the executive. The preparatory command tells the pupils the *movement* to be performed. A slight pause follows this, giving the children

time fully to understand what they are to do. No movement must be allowed during this pause. The executive command now follows, distinctly and sharply, calling for instant vigorous action.

NOTE 1.—The execution of a movement is governed by the manner in which the command is given. The teacher's voice, therefore, is all-important. Indicate by your voice that you expect and must have accuracy and promptness in the movement. Use a natural light tone, never too loud.

NOTE 2.—As a rule, a slight pause is made between the preparatory and the executive command; if, however, gymnastics is used to shorten reaction time, to train for quick thinking, the executive command should quickly follow the preparatory.

MANNER OF COMMANDING.—Example No. 1, using the verb as the executive command:

“Hands on hips—(pause)—place.”

“Hands—(pause)—lower.”

Example No. 2, using a full sentence to explain the exercise in the preparatory command, and then using a numeral as the executive command:

“Raise the arms forward—(pause)—one.”

“Lower the arms—(pause)—two.”

METHOD OF TEACHING: All free exercises must first be taken several times as positions,—*i. e.*, upon command. After the pupils perform each separate movement of an exercise correctly, the complete exercise must then be taken rhythmically, *i. e.*, “in time.” Every exercise must be performed in rhythm a sufficient number of times until the effect sought by this particular exercise has been gained.

Example No. 1.—The class is to perform the following exercise:

*Hands on hips—(place).* Straighten the arms upward—1; replace the hands—2.

The words in *italics* designate the “starting position,” *i. e.*, the position from which the exercise is to begin.

First command: Hands on hips—place. This brings the pupils into the starting position for this particular exercise, and they are now ready to begin.

Second command: Straighten the arms upward—one. The teacher now corrects faulty positions.

Third command: Replace the hands—two. The necessary corrections are again made.

The movements are now repeated several times upon command with the express purpose of gaining correct, prompt and vigorous response to the given command.

Now, after the movements are understood, and after the response is good, the exercise must be repeated rhythmically—in time—a goodly number of times, the command being as follows:

Fourth command: In time—begin. Now, count 1—2, 1—2, 1—2, etc., and when ready to stop, 1—halt.

Fifth command: Hands—lower. This brings the pupils back to the fundamental position, and they are now ready to take up the second exercise in like manner.

NOTE 1.—Do not attempt to teach a complete new lesson at once. When the time comes to begin a new lesson, on the first day take only the first new movement. (As you become more proficient you may be able to take two or three new movements).

During the rest of the gymnastic period repeat the exercises of the previous lesson. The next day take up an additional new movement, and so on until the lesson is learned.

NOTE 2.—Criticism is best given in a general way while keeping the entire class at work. Avoid, as much as possible, giving individual criticism. Work for class spirit in the matter of promptness, and the individual laggard will soon fall in. Do not make the worst conspicuous by calling attention to it, but make the best popular by at times calling particular attention to exercises well done.

NOTE 3.—Pupils are not to execute an exercise while it is being demonstrated by the teacher, but always by command.

Never allow an exercise to degenerate into an aimless, purposeless drill, but keep the pupils striving toward some definite, stated improvement.

In the following, *Example No. 2*, the method of teaching a more complicated exercise is described. The class is to perform the following exercise: *Stride left forward, and hands on hips—place.*

Straighten the arms forward—1; return—2; lower the trunk forward—3; return—4.

The words in *italics* designate the starting position, *i. e.*, the position from which the exercise is to begin.

First command: Hands on hips—place.

Second command: Left forward—stride; or combine the placing of hands on hips, with the stride left forward as one movement. The pupils are now in the starting position and are ready to begin.

Third command: Straighten the arms forward—one. Now make your corrections, see that the arms are shoulder-high, that the palms are turned inward, that the chest and the head are held high, etc.

Fourth command: Replace the hands—two. Again make your corrections.

Fifth command: Lower the trunk forward—three. See that the backs are straight and that the lowering is to a good depth, and that the head is in line with the body.

Sixth command: Raise the trunk—four. Repeat these movements, several times, upon command.

Now, after the separate parts of the exercise have been executed properly the whole exercise must be repeated rhythmically a sufficient number of times.

Seventh command: In time—begin. Now, count—1—2—3—4, 1—2—3—4, etc., and the last time 1—2—3—halt.

To bring the pupils back to the fundamental position the last command will be: Lower the hands, and the left foot—replace.

When exercising “in time” always use as many counts as the exercise has parts. For example, in an exercise with two parts count 1-2, 1-2, etc., not 1-2-3-4-5-6-7-halt; or in an exercise with four parts count 1-2-3-4, etc., not 1-2, 1-2.

After this take up the next exercise in the same manner.

NOTE.—In order to shorten commands the following substitutions are used. When used in a command, “return” means to resume the starting position, that is, the position from which the exercise was begun. The word “reverse” used as the third command in a four-count movement means to reverse the preceding movement, *e. g.*, hands on shoulders and stride left sideward—1; bend the trunk left—2; reverse—3 (*i. e.*, straighten the trunk); return—4 (*i. e.*, lower the arms and replace the left foot).

If a combined exercise, that is, an exercise employing two different parts of the body at the same time, appears too difficult for a class, it is *advisable* to teach the separate parts singly before attempting the exercise

in the prescribed form—*i. e.*, first perform the arm movements in rhythm; then the movements of the other parts of the body, and lastly, the combined movements.

**MANNER OF EXECUTION:** In order to do most good a lesson in gymnastics must be taught in a live, energetic and spirited manner. Arm exercises should generally be executed in a brisk rhythm, while exercises of the head and trunk should be performed in a slower rhythm, but, nevertheless, with a full, strong contraction of the working muscles. Leg exercises may be either slow or fast (according to the effect sought). Leg exercises should often be used as balance movements,—*i. e.*, as positions taken only upon command. The dancing steps should be performed in a rounded, graceful manner, especial attention being given to a “finished” execution. Tactics call for brisk, exact and simultaneous action by the whole class.

Teachers will get better results if the lessons are taught without the use of the text-book. This is not as formidable as it seems, for in all lessons the exercises are arranged in the same general order,—*i. e.*, (1) introductory movements, (2) exercises of the trunk, (3) exercise of the legs, then come (4) steps, and (5) tactics.

**DEEP BREATHING:** If the regular exercises are taken vigorously and a reasonable number of times, deep breathing will be induced. Should an occasion present itself, especially when exercises are taken outdoors, deep breathing, with suitable arm or trunk movements, should be practiced as a separate exercise. In combining free exercises with deep breathing care must be taken to inhale when exercises are performed that raise the chest, and to exhale, when the walls of the chest are being compressed. Breathing must never be suppressed during an exercise, as the more vigorous a movement is, the more will deep breathing be necessary.

See that the pupils' mouths are closed while they are exercising or running. If a child cannot breathe through its nose the school physician should be consulted.

**EXCUSES:** No pupil will permanently be excused from gymnastics until a written excuse of the examining physician, stating definitely why the pupil should be excused has been accepted by the Director of Physical Education. Principals will please send all such excuses to the director. Temporary excuses for sufficient reasons may be granted by principals or class teachers.

**GYMNASTIC GAMES:** During favorable weather at least one-half of the time reserved for gymnastics must be devoted to class games. As a rule they should be played in the open air. A number of games suitable



for the limited space in most school yards has been selected for each grade. See pages 73, 74, 75. If the class teachers do not understand those selected, the special teachers will teach them.

In selecting games, teachers are advised to choose those requiring running or hopping, as they are of greater hygienic value than those of a quieter nature. Preference should also be given to games actively employing many pupils at the same time.

**RECREATION DRILLS:** Prolonged sitting, even with most active brain work, will result in an increasing slowness of the bloodflow. This is followed by decreased power of attention and increased restlessness. The recreation drills on pages 73 and 74 are active means for combating these evils. A few minutes devoted to these drills is time well invested, resulting in increased mental freshness. Age of pupils, lack of ventilation and other school conditions may make it profitable for the teacher to use these relief measures every hour, or oftener. The time devoted to these recreation drills must not be deducted from the time to be given to the formal lessons. These drills are composed mainly of exercises that vigorously work the large muscle-masses of the body. They are intended to counteract the detrimental effects of prolonged sitting or stooping. The selections are such that the exercises may be taken in any classroom. The windows must be opened, and pupils standing near windows should face these. If a classroom is favorably located a run of a minute's duration in the schoolyard—no attempt being made to keep step—will also give the desired relief with the added benefit of more fresh air and changed surroundings.

**NOTE.**—Distinguish clearly between the effects sought by the formal lessons, and the recreation drills, games or roundels. The aims of the formal lessons are educational, demanding instant execution in the best form when the command is given. The other work is recreative, allowing the greatest freedom to the pupils. For this reason it is better not to use the regular formal lessons as a recreation drill.

**YARD LESSONS:** A lesson given in the schoolyard must have exercises in hopping, jumping or running; also a game.

If a yard is equipped with gymnastic apparatus, this should be used twice a week.

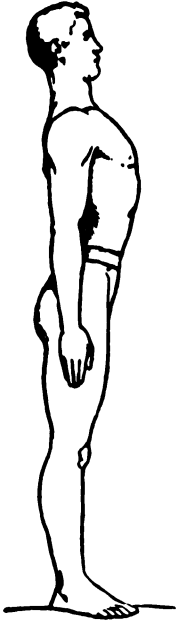
During warm weather decrease the time per week devoted to free exercises, steps and tactics, and increase the time for games and apparatus work. Orders relating to the arrangement of the class for the games or at the apparatus should be given while the pupils are still seated, so that no time is lost when the class is in the yard.

**APPARATUS WORK:** Schools that have apparatus will receive instructions in its use from the special teachers. It is advised not to install

new apparatus of any kind without first conferring with the Director of Physical Education.

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*Illustrations of Correct and Faulty Positions.* On the next four pages a number of the fundamental positions are shown as they should be executed, also the incorrect forms often found. Some of the figures are taken from "Haltungs-Vorbilder" by Schmidt and Moeller; some from "Wall-Pictures of the Gymnastic Society of Denmark," and some are original drawings.



**CORRECT POSITION**  
Figure 3

1. *The Fundamental Standing Position.* The weight of the body should be on the balls of the feet, the hips are drawn back, the chest is held well forward, the head is erect, with the chin drawn in.

Common faults are a pushing forward of the hips and of the chin, and an exaggerated pulling back of the shoulders.



**INCORRECT POSITION**  
Figure 4



**CORRECT POSITION**  
Figure 5

2. *Lower the Head Backward.* The movement consists of a vigorous backward pulling of the head, the chin being held in.

The common fault is to let this exercise consist of a mere tilting backward of the head, with the chin up in the air.



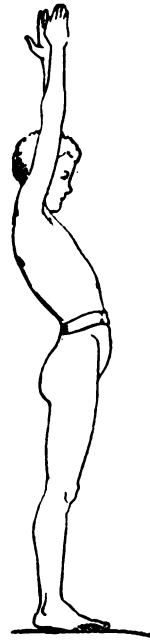
**INCORRECT POSITION**  
Figure 6



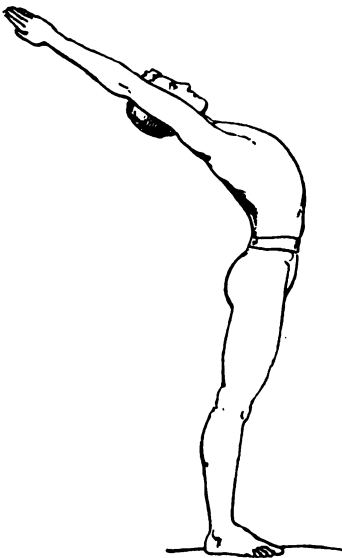
**CORRECT POSITION**  
Figure 7

3. *Raise the Arms Upward.* The body is as in the fundamental position except that the arms are raised directly upward, and are fully extended.

Common faults are the pushing forward of the abdomen and of the head, and an incomplete extension of the arms.



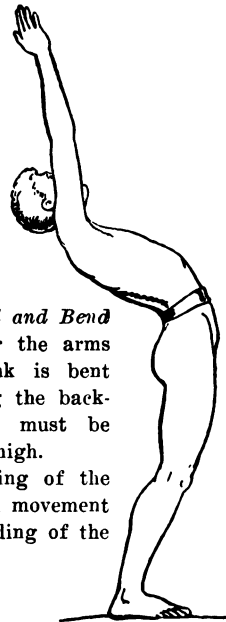
**INCORRECT POSITION**  
Figure 8



**CORRECT POSITION**  
Figure 9

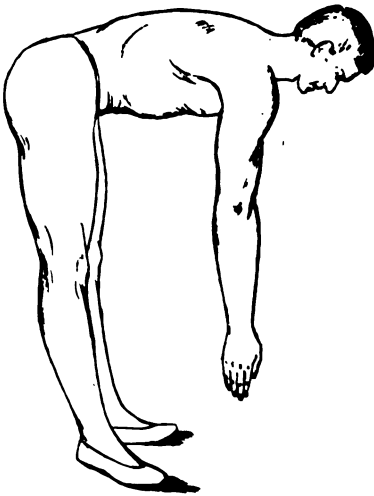
4. *Raise the Arms Upward and Bend the Trunk Backward.* After the arms are raised upward, the trunk is bent backward, the arms following the backward movement. The chin must be drawn in, and the chest held high.

Common faults are a sinking of the chest, an incomplete backward movement of the arms, and a slight bending of the knees.

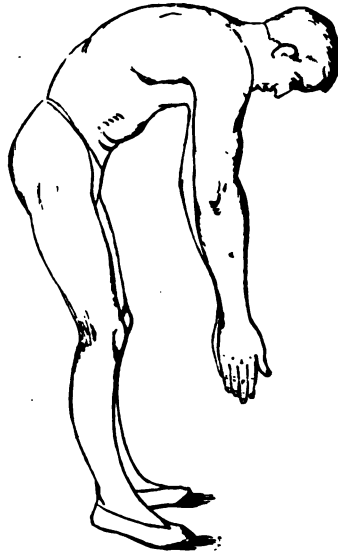


**INCORRECT POSITION**  
Figure 10





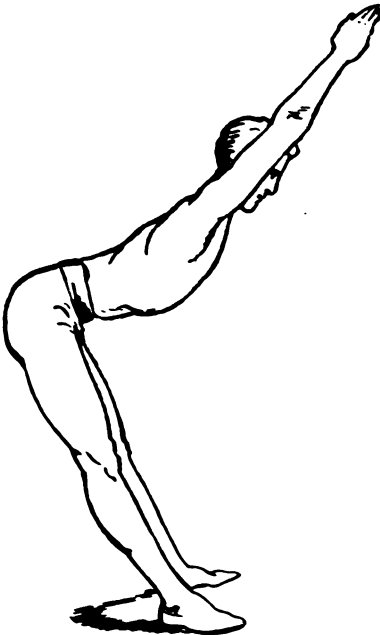
**CORRECT POSITION**  
Figure 11



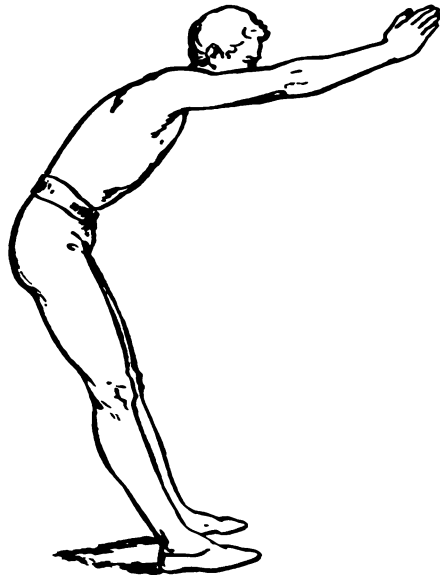
**INCORRECT POSITION**  
Figure 12

5. *Lower the Trunk Forward and Arms Downward.* The lowering of the trunk must be from the hips. The head should be in line with the trunk, the chin drawn in and the arms pointing directly downward.

Common faults are the bending of the spine, dropping of the head, and slightly bending the knees.



**CORRECT POSITION**  
Figure 13



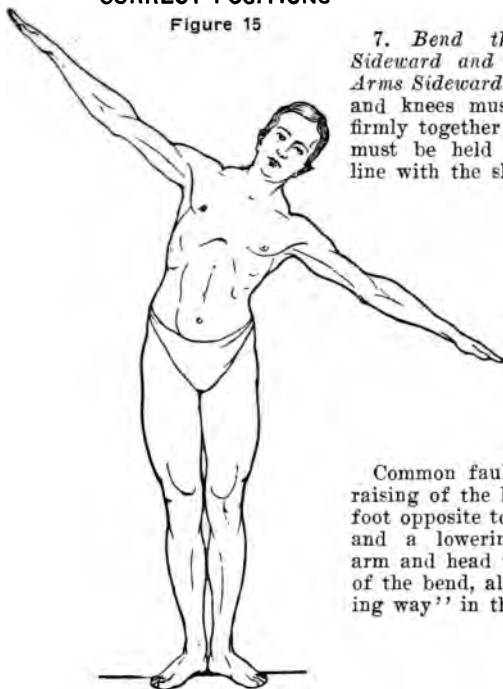
**INCORRECT POSITION**  
Figure 14

6. *Lower the Trunk Forward and Raise the Arms Upward.* The arms must be raised and held in line with the trunk by a vigorous contraction of the muscles of the shoulder and back. The head must be held up and between the arms.

Common faults are the dropping of the arms, and a relaxation of the muscles of the back and legs.

## CORRECT POSITIONS

Figure 15



7. *Bend the Trunk Sideward and Raise the Arms Sideward.* The heels and knees must be held firmly together; the arms must be held rigidly in line with the shoulders.

Common faults are the raising of the heel of the foot opposite to the bend, and a lowering of the arm and head to the side of the bend, also a "giving way" in the knees.

## INCORRECT POSITIONS

Figure 16

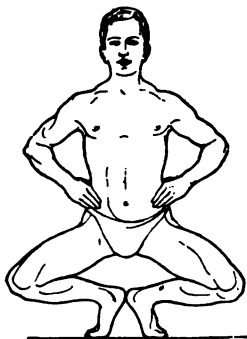


Figure 17

8. *Bend the Knees and Place Hands on Hips.* The trunk and head must be held upright. The heels are locked and are raised from the floor; the knees are turned outward.



Figure 18

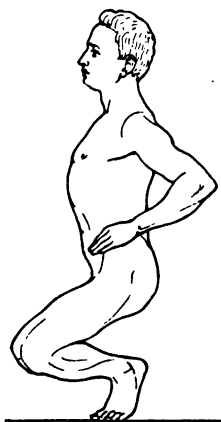
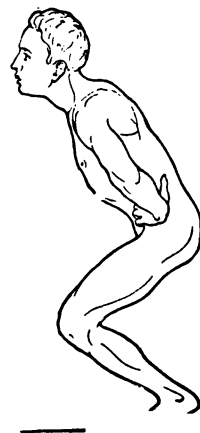


Figure 19

Common faults are a stooping forward, a forward lowering of the head, and a failure to raise the heels and to keep the heels locked.



## APPENDIX I

---

### EXERCISES IN JUMPING AND HOPPING

Where it is possible, most certainly where the exercises are performed in the yards, several jumping exercises should be given in every gymnastic lesson. A few typical yard lessons, showing how these exercises are to be taught, follow the regular lessons. The following exercises will give the class teacher an ample list to select from:—

**JUMPING ON BOTH FEET.** The hands may be placed on the hips. The movements are to be performed from eight to sixteen times.

1. Jump on place.
2. Jump to a side-stride—1; position (feet closed)—2.
3. Jump to a side-stride—1; jump to position with crossed legs—2.
4. Jump to a side-stride—1; crossed legs—2; side-stride—3; position—4.
5. Jump to a cross-stride, left forward—1; position—2.
6. Exercise 5 right forward.
7. Jump to a cross-stride, left forward—1; right forward—2; left forward—3; position—4.

These exercises may be varied and made more difficult by introducing quarter and half-turns after every four or two jumps.

**HOPPING ON ONE FOOT.** The knuckles may be placed on the hips.

1. Hop on the left foot, the sole of the right foot placed against the calf of the left leg.
2. The same exercise right.
3. Hop twice on the left foot 1-2; then twice on the right 3-4 (position of leg as in 1).
4. Hop on the left foot, slightly raising the right leg sideward.
5. The same exercise right.
6. Combine exercises 4 and 5, changing from foot to foot on each hop.

7. Combine exercises 3 and 6; *i. e.*, hop twice on the left foot, placing the right foot against the left leg 1-2; the same exercise right 3-4; then hop left, right, left and right raising the opposite leg sideward 5-8.

8. Hop four times left, on the first hop raise the right heel (against the calf of the left leg); on the second straighten the right leg forward; on the third resume the first position; on the fourth close the feet.

9. The same exercise hopping right.

10. The same exercise alternating left and right.

11. As exercises 8, 9 and 10, but placing the right foot forward on the first and third counts, and raising the leg on the second.

### JUMPING UPWARD FROM BOTH FEET

1. Raise the arms forward and raise the heels—1; swing the arms down and backward, bending the knees—2; swing the arms fore-upward jumping upward—3; swing the arms down and backward, bending the knees—4; straighten the legs, lower the heels and arms—5. (The fourth count must immediately follow the third.)

2. As exercise 1, side-striding during the jump; also with cross-striding, crossing the legs, raising the knees, or raising the feet backward during the jump.

These jumps may also be taken with quarter or half-turns.

### JUMPING FORWARD, FROM BOTH FEET

3. As exercise 1 of jumping forward, except that the jump and arm-swing shall be forward.

The forward jump may be taken with all the leg movements enumerated above, also with quarter and half-turns.

4. Two, three or more standing jumps forward in quick succession.

### JUMPING FORWARD, FROM ONE FOOT

5. Step left forward, raising the arms backward—1; jump forward swinging the arms and right leg forward—2; knee-bend, the arms remaining forward—3; straighten the legs, lower the heels and arms—4. (The third count must immediately follow the second.)

6. The same exercise stepping right forward.



7. Three quick steps forward and a jump. Practice this, beginning and jumping left as well as right.

8. As exercise 7, with quarter and half-turns. When jumping off the left foot, the turn is left, and *vice versa*.

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## APPENDIX II

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### GYMNASTIC GAMES

Arranged for eight grades. Games marked with an (R) can also be played in the school room.

A rather large selection of good school games is presented, so that every school may find a sufficient number of good, lively games, suited to its yard space. A few new games should be taught during each year, so that at the end of its school-life every child should thoroughly understand a number of real gymnastic games. (What children need is not an infinite number of games, but sufficient time and space to play a few good games suited to their age.)

The games enumerated here are fully described in the work of the respective grades.

#### I GRADE.

Cat and Mouse,  
What are you doing in my garden?  
Running Races (over short distances),  
Hand Tag. (R)  
Squatting Tag. (R)  
Skipping Tag. (R)  
Follow the Leader. (R)  
Long Jumping Rope. (R)

#### Ball Games.

Bean Bags, (R)  
(a) Toss Up and Catch,  
(b) Toss to a partner,  
(c) Combine a and b,  
(d) Teacher-ball,  
Bound Ball. (R)

#### II GRADE.

All of the games of Grade I may be played.

Cat and Mouse, in two concentric circles,  
Cat and Mouse, with two cats,  
Change Tag.  
Catch Me.  
Spin the Plate, or Catch the Wand, (R)  
Jacob, Where Are You? (R)  
Long Jumping Rope. (R)  
Jump Over the Seats. (R)

#### Ball Games.

Increase the difficulty of the games of Grade I by greater distances; by designating the hand that tosses or catches; also by hand clapping once (or oftener) before a bag is caught.  
Toss the bag for height,  
Toss through a Bagboard, (R)  
Bag in the Ring. (R)  
Dodgeball, with one foot in a circle. (R)

## III GRADE.

All the games of Grades I and II may be played.

Potato Race, planting and picking,  
Running and Hopping Races,  
Third Tag and Run,  
Pussy Wants a Corner,  
The Beetle is Out,  
Fox and Chickens,  
Pass the Bean Bag. (Bag Relay)

*Ball Games.*

Play the ball games of the preceding grades with a large gas ball, a soft base ball, or a basket ball.  
Duckstone (with bean bags), (R)  
Guess Who? (R)  
Throw at a Bell, or through a Hoop, (R)  
See also, "Quiet games for warm days."

## IV GRADE.

The games of Grade III may be played.

Day or Night,  
Bogey Man (Black Man),  
Break Through (Bear in the Ring),  
Last Pair Run,  
Lame Goose,  
Catch the Wand (or Spin the Plate), (R)  
Girls: Jumping Rope,  
Boys: Leap Frog,  
Foot in the Ring,  
Wrestle for the Wand.

*Ball Games.*

Play the ball games of Grade III with a small soft rubber ball or a tennis ball,  
Throw for height and distance,  
Toss up and bat a gas ball,  
Toss and catch a tennis ball,  
Toss up (name the catcher),  
End ball.

## V GRADE.

The new games of Grade IV may be played.

Relay Race,  
Three Deep,  
Poison,  
Hopping Circle,  
Girls: Jumping Rope,  
Grace Hoops,  
Rubber Quoits,  
Boys: Rooster Fight,  
Quoits (Horseshoes).

*Ball Games.*

Girls and Boys: Bat ball with a volley ball or a light basket ball (one base and home).  
Chase ball (with a basket ball, two sides play against each other),  
Medicine ball (toss for height),  
Corner ball.

## VI GRADE.

Rabbits, two hunters on a line,  
Relay Race,  
Three Deep,  
Catch the Robber,  
Poison.

*Ball Games.*

Bat ball with a basket ball,  
Bat over a rope (with a volley ball),  
Chase ball,  
Kick ball (who catches the football kicks it),  
Pass ball, in a circle,  
Medicine ball,  
Goal ball.

## VII GRADE.

Rabbits, one hunter on a line,  
 Relay Race,  
 Three Deep.  
 Prisoner's Base.

*Ball Games.*

Hand base ball, with a basket ball,  
 (girls with a volley ball, 9 players on  
 a side),  
 Captain ball,  
 Dodge ball (in a circle),  
 Kick ball,  
 Pass ball over head (in a circle),  
 Chase ball,  
 Medicine ball,  
 Volley ball (with one bounce).

## VIII GRADE.

Prisoner's Base,  
 Relay Race,  
 Rabbits, one hunter on a line, and a cap-  
 tain,  
 Three Deep.

*Ball Games.*

Hand base ball,  
 Wall base ball,  
 Captain ball,  
 Hurl ball (Medicine ball with a strap  
 handle),  
 Volley ball (on a fly),  
 Pass ball (overhead),  
 Chase ball,  
 Battle ball,  
 Progressive Dodge ball.

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 APPENDIX III
 

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## PLAY APPARATUS FOR SCHOOLYARDS

*For Boys and Girls.*

Giant Strides,  
 Horizontal Ladders,  
 Seat Swings,  
 Teeter Boards,  
 Tether Balls,  
 Standards for high jumping,  
 Sand Pit for broad jumping,  
 Rubber Quoits or Rings,  
 A few Basket Balls,  
 A few Foot Balls,  
 Playground Base Balls and Bats,  
 Medicine Ball.  
*Hurl Ball* (with a handle),

*For Boys.*

A low Horizontal Bar,  
 A Pole Vaulting Set,  
 A few low Hurdles.

*For Girls.*

A few long Jumping Ropes,  
 Several dozen short Jumping Ropes,  
 Several dozen Bean Bags,  
 A few Bag Boards,  
 Several dozen Grace Hoops,  
 A few soft Rubber Balls,

## APPENDIX IV

## RECREATION DRILLS

Do not waste time with needless corrections during these drills. Their sole object is to stretch the cramped body, and to equalize and increase the circulation of the blood.

Open the windows as wide as the weather permits. Pupils standing near the windows should face these while exercising.

## SET I

1. *Hands on hips—place*—Alternately raise the knees forward, thirty to forty times. This must be a quick movement, a sort of slow running on place.
2. *Hands—clinch*—Vigorously swing the arms fore-upward eight to sixteen times.
3. *Hands on hips—place*—Bend the trunk fore-downward eight to ten times.
4. Breathe deeply, four to six times, raising the arms fore-upward.

## SET II

1. *Hands on hips—place*—Bend the knees, eight to sixteen times.
2. *Hands—clinch*—Bend the trunk left and place the right fist under the right shoulder—1; the same movement to the opposite side—2; eight to sixteen times. This must be a continuous swinging movement.
3. *Arms to thrust—bend*—Thrust alternately upward and downward, eight to sixteen times.
4. *Hands on hips—place*—Breathe deeply four to six times, raising the heels during the inhalation.

## SET III

1. *Hands on hips—place*—Bend the trunk alternately forward and backward, eight to ten times.
2. *Hands at sides*—Swing the arms fore-upward, eight to sixteen times.
3. *Place hands on shoulders, and left forward—stride*—Turn the trunk left and right, eight to ten times.
4. *Arms upward—raise*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, about ten times.



## SET IV

1. *Hands—clinch*—Swing the arms fore-upward and lower them side-downward, pressing them back as far as possible, eight to sixteen times.
2. *Hands on hips—place*—Continuously bend the trunk forward and backward (a swinging movement), eight to ten times.
3. *Raise the arms sideward and hands—clinch*—Turn the trunk left and right, as a continuous movement, eight to twelve times.
4. *Raise the arms upward, and left forward—stride*—Swing the arms fore-down and upward, at the same time bending the trunk forward and backward, eight to ten times.

## SET V

1. *Hands on hips—place*—Bend the trunk obliquely forward left and right, eight to ten times.
2. *Hands—clinch*—Vigorously swing the arms fore-upward with raising the heels, and return to the starting position, eight to sixteen times.
3. *Hands on shoulders—place*—Bend the trunk left and right side-ward, eight to ten times.
4. *Hands on hips—place*—Bend and straighten the knees, eight to sixteen times.

## SET VI

1. *Arms to thrust—bend*—Thrust alternately upward and sideward, eight to sixteen times.
2. *Hands on hips—place*—Bend the trunk fore-downward and straighten the arms downward, eight to ten times.
3. *Grasp the desk*—Swing the left leg forward and backward, eight to ten times. Change the hold and repeat with the right leg.
4. *Arms forward—bend*—Fling the arms sideward, eight to twelve times.

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APPENDIX V.

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CLASS AIMS FOR THE PRIMARY GRADES

After years of teaching experience and much personal practice many class-teachers are competent to supplement the work outlined for each grade by original work. In order to enable qualified teachers to prepare such work intelligently, the class-aims of the different school-grades are presented below. Teachers attempting original work will please keep within the aims outlined for the respective grades and ages.

## FIRST GRADE (7 years)

- a. *Free Exercises.* Movements of one part of the body in two counts either from the fundamental or from easy assumed positions.
- b. *Steps.* Stepping forward, sideward, and backward; glide, gallop and skip-step.
- c. *Tactics.* Marching forward and in place. Facing, quarter turns.
- d. *Games.*
- e. *Track and Field Work.*

## SECOND GRADE (8 years)

- a. *Free Exercises.* Easy two-count combinations of two parts of the body moved in the same direction. Two-count exercises of one part of the body from more difficult assumed positions.
- b. *Steps.* Stepping in various directions combined with arm and leg exercises. Glide, gallop and skip-step, alternating with marching.
- c. *Tactics.* Marching forward and backward. Marching in step; facing; facing while marking time.
- d. *Games.*
- e. *Track and Field Work.*

## THIRD GRADE (9 years)

- a. *Free Exercises.*
  - 1. Alternate two simple two-count movements in the same direction.
  - 2. Two-count combinations of two parts of the body moved in opposite directions.
- b. *Steps.* Balance step. Balance step combined with arm swinging, also with trunk bending. Combine gallop with marching. Change step. Polka.
- c. *Tactics.* Combine marching forward and backward with facing about.
- d. *Games.* See page 21.
- e. *Track and Field Work.* See page 77.

## FOURTH GRADE (10 years)

- a. *Free Exercises.* 1. Simple four-count movements (sequences in the same direction.  
2. Two-count combinations of two (or more) parts of the body moved in different directions.  
3. Swimming movements.
- b. *Steps.* Balance step combined with foot placing and arm exercises.  
Double polka; combinations of gallop and polka; combinations of marching, gallop and polka.
- c. *Tactics.* Front ranks of fours. Wheeling; wheeling combined with facing about and marching in place, or with marching forward.
- d. *Games.* See page 41.
- e. *Track and Field Work.* See page 77.

**Charts Showing Age-Aims (average performances) also,  
in parentheses, good performances, by ages and sex.**

EVENTS		YEARS 8	9	10	11	12	13	14	15	16	17
<b>Running 50 Yards</b> (In seconds and tenths)	GIRLS	9.4 (9.0)	9.2 (8.8)	8.8 (8.4)	8.6 (8.2)	8.4 (8.0)	8.4 (8.0)	8.4 (7.8)	8.2 (7.6)		
	BOYS	9.0 (8.8)	8.8 (8.6)	8.4 (8.2)	8.2 (8.0)	8.0 (7.6)	7.8 (7.6)	7.6 (7.2)	7.4 (7.0)		
<b>Running 60 Yards</b> (In seconds and tenths)	GIRLS	12.6 (10.0)	12.4 (9.8)	11.6 (9.2)	11.0 (9.0)	10.8 (8.6)	10.8 (8.2)	10.8 (8.6)	11.0 (9.4)		
	BOYS	11.8 (9.4)	11.4 (9.2)	10.8 (9.0)	10.4 (8.8)	10.0 (8.2)	9.8 (8.0)	9.4 (7.6)	9.0 (7.6)		
<b>Running 75 Yards</b> (In seconds and tenths)	GIRLS	15.4 (12.4)	14.6 (11.0)	14.2 (10.4)	13.8 (10.2)	13.6 (10.2)	13.4 (10.4)	14.0 (11.0)	14.4 (11.8)		
	BOYS	14.1 (11.6)	13.6 (10.8)	13.2 (9.8)	12.6 (9.8)	12.2 (9.6)	11.8 (8.8)	11.4 (8.4)	11.0 (8.0)		
<b>Running 100 Yards</b> (In seconds and tenths)	GIRLS	19.2 (18.0)	18.6 (16.8)	17.2 (15.8)	16.8 (15.6)	16.6 (15.6)	16.4 (15.4)	16.2 (15.4)	16.2 (15.2)		
	BOYS	19.2 (18.0)	18.6 (16.8)	17.2 (15.8)	16.2 (15.2)	15.4 (15.0)	15.0 (14.4)	14.2 (13.6)	13.4 (13.0)		
<b>Standing Broad Jump</b> (In feet and inches)	GIRLS	3.0 (4.4)	3.1 (4.6)	3.3 (4.9)	3.6 (5.0)	3.8 (5.3)	3.10 (5.6)	4.0 (6.0)	4.1 (6.0)		
	BOYS	3.4 (4.4)	3.8 (4.10)	4.0 (5.4)	4.3 (5.10)	4.6 (6.3)	4.9 (6.6)	5.2 (6.10)	5.5 (7.4)		
<b>Running Broad Jump</b> (In feet and inches)	GIRLS	5.5 (6.0)	5.6 (6.2)	5.10 (6.8)	6.6 (7.8)	7.2 (8.4)	8.0 (9.0)	9.0 (10.8)	9.0 (11.8)		
	BOYS	6.0 (6.9)	6.6 (7.0)	7.0 (7.6)	8.3 (9.1)	9.6 (10.8)	11.4 (12.2)	12.6 (13.5)	13.5 (14.7)		
<b>Triple Standing Broad Jump</b> (In feet and inches)	GIRLS	10.4 (12.0)	10.6 (12.6)	10.10 (14.2)	12.1 (14.8)	12.5 (15.8)	12.9 (17.0)	13.0 (17.0)	13.10 (17.7)		
	BOYS	12.0 (14.5)	12.3 (14.8)	13.0 (15.9)	14.0 (16.9)	14.6 (18.7)	15.1 (19.0)	16.4 (20.7)	18.1 (22.4)		
<b>Running Hop, Step and Jump</b> (In feet and inches)	GIRLS (10 foot start)	9.2 (11.0)	11.6 (13.9)	13.8 (17.0)	14.6 (18.8)	15.5 (21.4)	15.6 (21.0)	16.4 (21.2)	16.6 (20.0)		
	BOYS (unlimited run)	10.0 (10.6)	13.0 (15.5)	16.4 (20.5)	18.0 (23.0)	18.8 (24.5)	19.9 (26.0)	21.7 (29.0)	23.0 (29.5)		
<b>Running High Jump</b> (In feet and inches)	GIRLS	2.2 (2.6)	2.5 (2.8)	2.8 (2.10)	2.9 (3.0)	2.10 (3.2)	3.2 (3.3)	2.11 (3.1)	2.9 (3.1)		
	BOYS	2.2 (2.8)	2.5 (2.10)	2.8 (3.2)	2.11 (3.4)	3.1 (3.6)	3.4 (3.9)	3.6 (4.2)	3.9 (4.5)		
<b>Basket Ball Overhead Far Throw</b> (In feet and inches)	GIRLS	12.2 (17.0)	13.8 (20.0)	15.5 (25.0)	17.7 (28.0)	19.4 (31.0)	21.3 (35.0)	22.2 (35.0)	23.4 (36.0)		
	BOYS	14.4 (19.0)	16.2 (22.0)	18.2 (26.0)	20.3 (30.0)	23.3 (35.6)	24.1 (37.0)	26.7 (37.6)	29.1 (39.0)		
<b>Basket Ball Round Arm Far Throw</b> (In feet and inches)	GIRLS (one step permitted)	13.4 (25.0)	15.1 (31.0)	17.0 (36.0)	19.3 (38.0)	22.2 (42.0)	25.4 (53.0)	27.8 (55.0)	30.0 (57.0)		
	BOYS (one step permitted)	18.5 (36.0)	22.3 (44.0)	25.6 (47.0)	28.7 (53.0)	32.9 (60.0)	36.9 (70.0)	41.5 (73.0)	46.8 (73.0)		
<b>Indoor Base Ball Far Throw</b> (In feet and inches)	GIRLS (unlimited run)	23.0 (45.0)	25.9 (56.0)	30.6 (60.0)	35.0 (68.0)	43.0 (80.0)	48.9 (87.0)	53.0 (106.0)	53.5 (102.0)		
	BOYS (unlimited run)	37.7 (71.0)	47.4 (86.0)	57.2 (104.0)	67.0 (113.0)	77.2 (120.0)	88.0 (141.0)	102.1 (151.0)	108.1 (187.0)		

In Grade I, running and broad jumping should be tried in a playful manner.

In Grade II, attempts at form should be made in running and broad jumping. Telling children how far they should be able to jump or throw, etc., increases their interest in track and field work.

